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Historical Perspective

As one of the oldest active duty military posts in the United States, Carlisle Barracks is among the most historic of American military installations. Its origins are traced to the British Army in the middle part of the 18th century. Shortly before the beginning of the French and Indian War in 1754, Carlisle was a small settlement situated on the confluence of Indian trails along the Letort Creek. Once the war began, Carlisle was recognized as a natural gateway to the west and as early as 1756, became an important point for British forces to defend the frontier and to muster forces for westward expeditions. The military post was founded in 1757 with the arrival of British forces commanded by Col. John Stanwix. Carlisle Barracks was maintained as an active British post throughout the French and Indian War and served as a base for General John Forbes' expedition, the force which proceeded west to reduce the French bastion, Fort Duquesne.

Once the French and Indian War concluded in 1763, Carlisle Barracks continued to function as an active duty British post. It would prove useful, for in that same year, the charismatic Ottawa Chief Pontiac staged or inspired attacks across the Ohio territory and across the Commonwealth. Carlisle Barracks was again a base from which British power could be projected. It was used to full advantage by British forces led by Henri Bouquet who gave the English their most notable victory on the battlefield at a place called Bushy Run.

Following Pontiac's War, Carlisle Barracks was briefly abandoned since there were no perceivable threats on the horizon. It again became an important facility when the Revolutionary War started. It was also during the American Revolution that Carlisle began its educational mission for U.S. military forces. In 1776 the Continental Congress authorized the establishment of an ordinance center at what was known as Washingtonburg. A part of this ordinance complex was an artillery school under the direction of Captain Isaac Coren. Between the artillery school and the manufacturing facilities for artillery, Carlisle Barracks became a significant facility for the Continental Army, particularly for Washington's Chief of Artillery, Henry Knox.

The post and the community again gained significance in 1794 when Western Pennsylvania farmers refused to pay their taxes on commercial whiskey and began what became known as the Whiskey Rebellion. Lacking a standing army of any consequence, militia from Pennsylvania, New Jersey, Maryland, and Virginia were called out to rendezvous with federal elements. At Carlisle, President George Washington met these troops and reviewed the army, as Commander in Chief in the field. The largely militia army then proceeded westward to quell a rebellion which rapidly evaporated with the federal show of force.

Carlisle Barracks achieved permanence as a military post once the 19th century began. For roughly the first 50 years of its existence the British and later U.S. facilities were situated on land rented from William Penn's heirs. But in 1801 the U.S.

government purchased the 27 acres it had been renting for \$664.20 and Carlisle Barracks officially became a permanent military post. It served in a supportive function, training and recruiting during the War of 1812 and after the war was largely inactive.

Carlisle Barracks again received a significant educational mission in 1838 with the establishment of the School of Cavalry Practice, under the Command of Captain E.V. Sumner. The following year another associated school was established here, the school for horse-drawn light artillery. Thus, in the two decades before the outbreak of the American Civil War a significant number of Cavalrymen were trained at Carlisle and a new generation of weapons, which were being fielded, were tested here. Among the graduates of the Cavalry school was J.E.B. Stuart who would later return to his alma mater and burn its buildings.



A glimpse of 19th century garrison life at Carlisle Barracks.

With the outbreak of the Civil War, Carlisle became a site for training and provisioning troops, similar to the function it had performed in the War of 1812. But its function as a base for supplies and training troops abruptly changed in June 1863 with the rapid approach of General Robert E. Lee's Army of Northern Virginia. In a brief period of time, Carlisle Barracks had to twice suffer the indignity of being occupied by enemy troops. General Robert E. Rodes' Division, of General Richard Ewell's Corps, entered Carlisle on the morning of June 27, and General Ewell briefly established residence in the Post Commander's headquarters. Ewell and his Corps elements departed Carlisle on June 30, due to Lee's orders to concentrate on Gettysburg, and the post and community were left largely intact. Following this rather painless occupation, Union militia forces under the command of BG William F. Smith reoccupied the post, setting the stage for the first and last battle of Carlisle Barracks. On the afternoon of July 1, Major General J.E.B. Stuart approached the town and found militia prepared to defend the post. He demanded they surrender and with their refusal, he bombarded the town and burned the post. Carlisle Barracks, however, made a rapid recovery because once Stuart's cavalry left, the task of rebuilding the post was initiated almost immediately. Once reconstructed, Carlisle Barracks returned to its pre-Stuart mission of receiving and training recruits and serving as a depot, a task it continued into the post Civil War period.

Perhaps the most unique phase of Carlisle Barracks history was initiated in December 1879 when the War Department passed control of the post to the Department of Interior's Bureau of Indian Affairs. Acting in accordance with a concept proposed by Captain Richard Pratt, a new school, the Carlisle Indian School, was established at Carlisle Barracks. Pratt's



Richard H. Pratt, founder of the Carlisle Indian School and early proponent of education for the American Indian.

concept for the school was a boarding school that would take Indians away from their home environment and let them live and be educated in American culture. Students were to be educated in practical subjects (vocational in today's terminology) as well as academic subjects. In addition, the school was co-educational, enrolling both male and female students. At least in the eyes of its backers, the Carlisle experiment was so successful that additional Indian schools, based on the Carlisle model, were established in other parts of the country. By the beginning of the 20th Century the annual enrollment in the Carlisle Indian School had reached 1,000 students from 70 different Indian nations. And while Carlisle Barracks achieved its most enduring name recognition from the Indian School, changes in the philosophy for educating the Indian tribes meant that Carlisle as an Indian School would not long survive the retirement of its founder, Richard Pratt.



Indian students were taken from their tribal cultures and placed in a military school environment.

In 1918, after 39 years of existence, the Carlisle Indian School closed its doors and Carlisle Barracks again reverted to the control of the War Department. For a two-year period this brief wartime function, was the home of General Hospital No. 31 and after this brief wartime function, it transitioned to yet another educational mission, the Medical Field Service School. Beginning in 1920 the Barracks trained Army personnel in the care and handling of casualties as well as the prevention of disease. In the 26 years of its existence, over 30,000 officers and enlisted men passed through this school, contributing substantially to medical care in the United States Army.



Evacuating a casualty—schooling given at Carlisle Barracks when it was the Medical Field Service School during the inter-war years.

In the years immediately following World War II Carlisle Barracks, rather than transitioning to a postwar period of cutbacks and inactivity, accelerated its educational mission to the Army. Between 1946 and 1951 no less than six Army schools were located at Carlisle Barracks, at least for brief periods of time. The Army Information School was the first, followed by the School for Government of the Occupied Areas and then briefly the Adjutant General's School. Next came The Chaplain School and the school for Military Police. Finally, in 1949 the Army Security Agency School was established here, a school that continued its classified instruction at Carlisle until 1951.



The history of the post's educational mission, in support of the Army, was completed in 1951 when the Army War College was moved to Carlisle Barracks. The school was originally established at 22 Jackson Place in Washington, D.C. in 1901, but moved to Fort McNair in 1907. It operated there until 1940, when classes were suspended during the mobilization of the nation and it's Army for World War II. Classes did not resume until 1950 when, for the period of a year, the Army War College was located at Ft. Leavenworth.



The Army War College expanded its educational program in 1967 when a non-resident instructional program was instituted. The non-resident program, which in 1975, became the Corresponding Studies Course, was and is unique in the Senior Service College system. From the onset it was determined that this program would not be "just another correspondence school," but rather a first rate Senior Service College offering. This vision, established by Colonel Urey Alexander, has served the Army, the Army War College, and its students from 1967 to the present.

Recognizing the changing educational landscape, in 1997, by order of the Commandant, MG Robert H. Scales, Jr., the Department of Corresponding Studies became the Department of Distance Education.

Jim Thorpe, one of the more famous students of Carlisle Barracks' numerous schools.

Changing the department's name was thought necessary to keep the Army War College program comparable to university programs across the nation and highlight the change in the department's educational methodology. In the last five years the Distance Education Program has also changed in more ways than just the name. It is now an online program that uses personal computers as the basis for delivering instruction and accepting written work.

Since the establishment of the Army War College at Carlisle Barracks, the research and educational mission of the War College has consistently grown. The Strategic Studies Institute was formed at Carlisle Barracks in 1954 and the Military History Institute was located here in 1967. Though some type of war-gaming function has existed at the War College since its establishment here, that capability was greatly expanded in 1994 with the



establishment of the Center of Strategic Leadership, a state of the art gaming and conference center. With the existence of the Army War College and its supportive institutes at Carlisle Barracks, the last decade of the 20th century has seen the Army War College truly become an educational center for senior leaders.



Education at the U.S. Army War College

MISSION

To prepare selected military, civilian, and international leaders for responsibilities of strategic leadership; educate current and future leaders on the development and employment of landpower in a joint, multinational, and interagency environment; research and publish on national security and military strategy; and engage in activities in support of The Army's strategic communication efforts.

VISION

The most prestigious institution for the education of strategic leaders and for the study of the development and employment of landpower in a joint, interagency, and multinational environment.

Core Competencies

- Educate the nation's current and future leaders in strategic leadership and the development and employment of landpower in a joint, multinational and interagency environment.
- Research and publish on national security issues of value to the Army, DoD, and the Nation.
- Support the Army's strategic communications efforts by engaging the Nation and its leaders to increase understanding of strategic leadership, the role of landpower in support of the National Security Strategy, the Army's core competencies, and the Army's Title 10 responsibilities.

Values

- **EXCELLENCE**: We are dedicated to providing the highest quality education and research. We help our students achieve higher levels of critical thinking by actively seeking out, studying, and selectively applying the latest concepts, theories, and technologies in order to maintain educational currency and ensure continuous improvement. We promote critical thinking, collaboration, and innovation. We support the continuous technical and professional development of our people. We produce well reasoned, well investigated, and well written research projects.
- **INTEGRITY**: Our organization is defined by the character of its people. We demonstrate honor in all our endeavors. We promote openness in the

exchange of ideas and, as an educational institution, provide a forum for learning. We treat people with dignity and respect, regardless of their position, race, creed, gender, age, background, or other personal characteristics as we remain loyal to the Army, the USAWC and each other.

- SERVICE: All that we do is underpinned by the understanding that our institution exists to serve the nation. We strive to focus this institution's work to provide relevant, quality products to the Combatant Commanders, Army leaders, and national leaders to meet their needs. All that we do underscores the fact that Soldiers, Sailors, Airmen, and Marines are required to execute policies and orders developed from our work. We further recognize that our fellow citizens depend on us to protect them and their resources with the greatest prudence. We work hard to foster the trust and understanding of the nation.

INSTITUTIONAL LEARNING OBJECTIVES

To accomplish this mission, the USAWC curriculum is designed to produce graduates who can:

- Distinguish the uniqueness of strategic-level leadership and apply competencies required by strategic leaders.
- Use strategic thought processes to evaluate the national security challenges and opportunities facing the United States in the 21st Century.
- Evaluate the theory of war and strategy.
- Evaluate DoD, joint, interagency, intergovernmental, multinational, and NGO processes and relationships, including Army contributions to the nation in peace and war.
- Evaluate the role of land power in joint, interagency, and multinational operations.
- Synthesize theater strategies, estimates and campaign plans to employ military power in a unified, joint, and multinational and interagency environment.
- Synthesize critical elements, enablers and processes that define the strategic environment in peace and war.
- Study and confer on the American military profession and guide its future direction.

EDUCATIONAL PHILOSOPHY

As its mission indicates, the USAWC prepares its students to assume strategic leadership responsibilities. For most students, the strategic level of leadership will be a new, unfamiliar environment that is much less structured and certain than the conditions

they have previously experienced. Students attend the U.S. Army War College only after extensive and highly successful performance at the direct and organizational levels of leadership. A small number may have had some experience working within the strategic arena, but most will not have been exposed extensively to the strategic level of leadership. All students, however, clearly will have demonstrated the potential for successful future service within the strategic arena.

Successful performance in this new area will require them to break some old habits, hone existing critical thinking skills, and develop new competencies. More importantly, to succeed in the strategic environment will require these future senior leaders to think differently than they have in the past. Such a transformation is neither simple nor easy, but the USAWC curriculum and experience is intended to assist students in their transition from the direct and organizational levels to the strategic level of leadership.

The USAWC educational practice is based on an inquiry-driven model of graduate study. The curriculum centers on the examination of theory, concepts, and systems as applied to national security, strategy, decision-making, and conflict analysis. The curriculum offers a foundation of knowledge upon which further inquiry can be built. In addition to basic concepts and knowledge, the curriculum emphasizes the application of critical thinking skills to course content. The intent is to focus on how and why one thinks, rather than on what one thinks. Complex, difficult issues that are not given to school solutions are discussed. USAWC does not seek to achieve consensus but encourage debate and exploration of opposing positions during seminar and on-line discussions.

The central academic focus is the U.S. National Military Strategy. Graduates are expected to understand the linkages between this strategy and the other elements of power at the national level and with the planning and conducting of warfare at the theater level. Specifically, students must understand the National Military Strategy in the larger context of National Security Strategy: how the National Security Strategy is formulated and how all of the elements of national power—military, economic, diplomatic, and informational—are integrated.

The USAWC experience is designed to nurture student growth intellectually, physically, and personally. Solid family, peer, and community relationships are essential to professional and personal growth. Your educational experience should, therefore, be viewed holistically. The charge is to prepare students for senior leadership in their service or agency and to meet the broad range of responsibilities and challenges that lie ahead. The measure of our success is the contributions our graduates will make during the remainder of their careers.

INSTITUTIONAL THEMES

A number of themes link the courses, lessons, and topics that constitute the USAWC curriculum. They provide continuity of thought and meaning throughout the year. Themes fall into two groups: enduring and special.

Enduring Themes

The challenge Elihu Root posed to the Army at the founding of the War College: “to preserve peace by intelligent and adequate preparation to repel aggression, through studying and conferring on the great problems of national defense, military science and responsible command,” provides the underpinnings for enduring themes within the USAWC curriculum. The enduring themes—ethics, history, human dimensions of strategic leadership, jointness, and strategic vision—give increased meaning to the study of strategy and the national defense, military art and science, and command, leadership, and management. They stimulate intellectual growth by providing continuity and perspective as we analyze contemporary issues.

Ethics

Military leaders are entrusted with the special trust and confidence of the American people to provide for the national defense. We are responsible to those we defend and to those we lead. Because of the power inherent in the military, the fundamental values of our nation and our profession must influence all our decisions. History reminds us that senior military leaders must understand and apply the highest ethical standards to the military profession.

History

History provides the context that helps us understand the origins of modern military institutions and doctrine. History also provides a broader perspective on the basic issues of national security and military strategy in broad perspective, and can offer clearer insight into the human dimension of war. Understanding of the past also affords insight and guidance for the future. At its best, the study of history helps students develop understanding, a base of knowledge, and the confidence to render effective judgments. When combined with conceptual, critical, creative, and visionary thinking, this sense of history culminates in highly effective strategic thinking. Instilling a sense of historical mindedness in our students is a major goal of the USAWC.

Human Dimensions of Strategic Leadership

The Army has long recognized that regardless of current doctrine and technology, wars are fought by men and women operating under conditions of extreme stress and uncertainty. As such, it is critical that strategic leaders have a deep understanding—derived from a study of history and behavioral sciences—of the complexity of human behavior under such conditions. Equally important, strategic leaders must get the best ideas and viewpoints from all stakeholders if they are to make high-quality decisions that achieve high acceptability among the diverse groups that make up our changing Army and country. Lastly, strategic leaders must thoroughly understand the culture of the organizations they lead, how to influence that culture, and how to build healthy, resilient, learning organizations that are equal to the challenges ahead. The successful strategic leader will be one who melds all aspects of the human dimension into the practice of the strategic art.

Jointness

Jointness refers to the mutual support and doctrinal understanding which must exist within all the military services. Jointness is a state of mind as well as a statement of fact. It predisposes those who share its goals to emphasize the unique capabilities of the nation's military services in planning and operations that are by design, from beginning to end, synergistic, cooperative, and interdependent.

Strategic Vision

Strategic vision is an essential element of political, corporate, and military leadership. It directs and shapes the forces and trends that affect us individually and organizationally. By defining a desired end state and then communicating that vision to subordinates, leaders at all levels can shape and manage change toward a desired end. Leaders who have most successfully guided the destinies of people and organizations have understood and communicated the power of strategic vision.

Special Themes

Each year special themes are selected to serve as the basis for the Commandant's Lecture Series for the resident program. Some of these lectures will be taped and will be made available through video streaming to support instruction in the Distance Education Program. The theme selected for Academic Year 2007 is listed below.

War and Society

For the first time since the end of the Vietnam War, the Nation has undertaken a long-term war. It has done so without measures normally associated with major wars, to include national mobilization, conscription, growth in the armed forces, and tax increases to fund the National effort. The War on Terrorism is a multidimensional effort. It has involved two state-state wars in Afghanistan and Iraq. It has been waged with a variety of military means, including conventional war, counterinsurgency, and military assistance to other states. The War on Terrorism is clearly an effort that requires the integration of all elements of national power—not just the military, but informational, diplomatic, legal, intelligence, financial, and economic tools. This is not just a war of armies, but of ideas. The Commandant's Lecture Series for AY 07 will examine some of the difficult strategic issues with which our leaders must grapple in the prosecution of the War on Terrorism. There is great opportunity and even need for fresh, meaningful and powerful observations into what war means to us, our society, and the world community today and in the future.



ACCREDITATION STATUS

Master of Strategic Studies Degree

Successful completion of all of the requisite requirements, whether in residence or via distance education, established by USAWC for granting a degree will result in the awarding of a Master of Strategic Studies Degree.

Middle States Association of Colleges and Schools

The U.S. Army War College is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools, 3624 Market Street, Philadelphia, PA 19104, (215) 662-5606. The Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education.

Military Accreditation

The Army War College currently holds two types of accreditation that are extremely important to Army Officers. The categories and current status follows:

MEL-1 Accreditation. Since 1970 the Corresponding Studies Course, now the Distance Education Program, of the Army War College has been a MEL-1 accredited program. It is the only Senior Service College Distance Education course from any service that has been so recognized by U.S. Army Personnel Command.

PAJE Accreditation. Joint education was formally introduced into the USAWC curriculum in 1988-1989 academic year and today is inherent in virtually every aspect of the USAWC curricula. The Chairman, Joint Chiefs of Staff, has accredited both the USAWC resident and distance education programs for Senior Level Joint Education, Phase I, making the USAWC the only Senior Service College to achieve this Joint recognition for its Distance Education Program. This level of accreditation was reaffirmed for both programs in January 2004. Specific information regarding Joint education instruction at the USAWC can be found in the Program for Joint Education Syllabus.



Governance and Administration

The United States Army War College is the highest educational institution in the Army's officer education system. It is a subordinate organization under the Commanding General, United States Army Training and Doctrine Command (TRADOC). Its "president" is the Commandant who is appointed by the Chief of Staff of the Army to whom the Commandant is responsible for fulfilling the educational mission of the institution.

To accomplish his mission(s) the Commandant has structured his administration comparable to civilian universities, with some variations due to the institution's military nature and the age and professional experience of the students.

The major **administrative organizations** are as follows:

The **Commandant**. The Commandant serves in a capacity similar to a college or university president. The Commandant is appointed to this position by the Chief of Staff of the Army and, on the average the tenure of a commandant is approximately three years. USAWC commandants are Army officers at the rank of major general.

The **Deputy Commandant** is a senior colonel who is second in command to the Commandant and who is responsible for providing guidance and direction to the USAWC staff, faculty and student body to implement the Commandant's decisions. He is responsible for the management of Garrison operations and the budgeting process. He oversees the College's Plans and Operations, Resource Management, and the institutes co-located at the Army War College.

The **Deputy Commandant for International Affairs** is an Ambassador from the United States Foreign Service who provides coordination and consultation with the State Department, advice on the curriculum with respect to U.S. Foreign policy and regional studies, and supports the academic program as an instructor and research adviser.

The **Chief of Staff** is an Army Colonel who serves as the executive for the Commandant for personnel administration, Public Affairs, Protocol information operations and management, Security Operations and administrative staff actions for the USAWC. The Chief of Staff serves as the focal point for administrative processes related to War College students and for personnel actions. (DDE performs some of these functions for the DEP students.)

The **Dean of Academics** supervises the four teaching departments. The Dean is responsible for the curriculum and all academic policies, planning and procedures. The Dean and immediate staff oversee the execution of the instructional process. Actual execution is accomplished through the department chairpersons.

The **Academic Board** is the primary institutional academic oversight and advisory body. Chaired by the Dean of Academics, this body advises the Commandant on all matters relating to academics and academic support. The board members are the Dean, Chief of Staff, Department Chairmen, Center and Institute Directors, the Associate Dean for Academic Policy (Dean's assistant), Associate Dean for Academic Support, and staff advisors. The Academic Board is the chief policy making body of the institution.

Department Chairmen direct the four teaching departments of the U.S. Army War College. The teaching departments are the Department of National Security and Strategy (DNSS), Department of Command, Leadership and Management (DCLM), Department of Military Strategy, Planning and Operations (DMSPO), and the Department of Distance Education (DDE). While the latter department has the primary responsibility for delivering distance education, the other three teaching departments provide instructors to support DDE during the two summer resident courses. In addition, the other departments provide some assistance to DDE faculty in the development of course modules and DDE faculty assist the other departments in resident program instruction.

Directors (DDE only) are responsible to the Chairman, Department of Distance Education for the development, coordination, and supervision of first and second year programs, which provide distance education instruction to Army War College students.

USAWC Senior Leadership

The USAWC is a TRADOC educational institution. The Commandant, USAWC is a major general who concurrently serves as Commandant, USAWC and Commanding General, Carlisle Barracks. The Commandant directs the performance of the USAWC mission and functions in accordance with AR 10-44, Organization and Functions, USAWC. The Commandant has several key advisors and advisory bodies. The senior leadership of the USAWC includes:

DAVID H. HUNTOON, Jr., Major General; Commandant; B.S., U.S. Military Academy; M.A. Georgetown University ; U.S. Army War College.

MARGARET K. MCMILLION, Ambassador; Deputy Commandant for International Affairs; B.A., Eisenhower College; M.A., University of Pittsburgh; National War College.

CRAIG K. MADDEN, Colonel; Deputy Commandant; B.S., Northern Illinois University; M.S., Florida Institute of Technology; U.S. Army War College.

MICHAEL COLPO, Colonel; Chief of Staff; B.S., U.S. Military Academy; M.E., Pennsylvania State University; U.S. Army War College.

WILLIAM T. JOHNSON, Dean of Academics; B.S., U.S. Military Academy; M.A., Ph.D., Duke University; U.S. Army War College.

KEVIN J. WEDDLE, Deputy Dean; B.S., U.S. Military Academy; M.S., University of Minnesota; U.S. Army War College.

DOUGLAS B. CAMPBELL, Professor; Director, Center for Strategic Leadership; B.S., Rutgers University; M.P.A., Shippensburg University; U.S. Army War College.

DOUGLAS C. LOVELACE, JR., Director, Strategic Studies Institute; B.S., M.S., Embry Riddle Aeronautical University; J.D., Widener University School of Law; National War College.

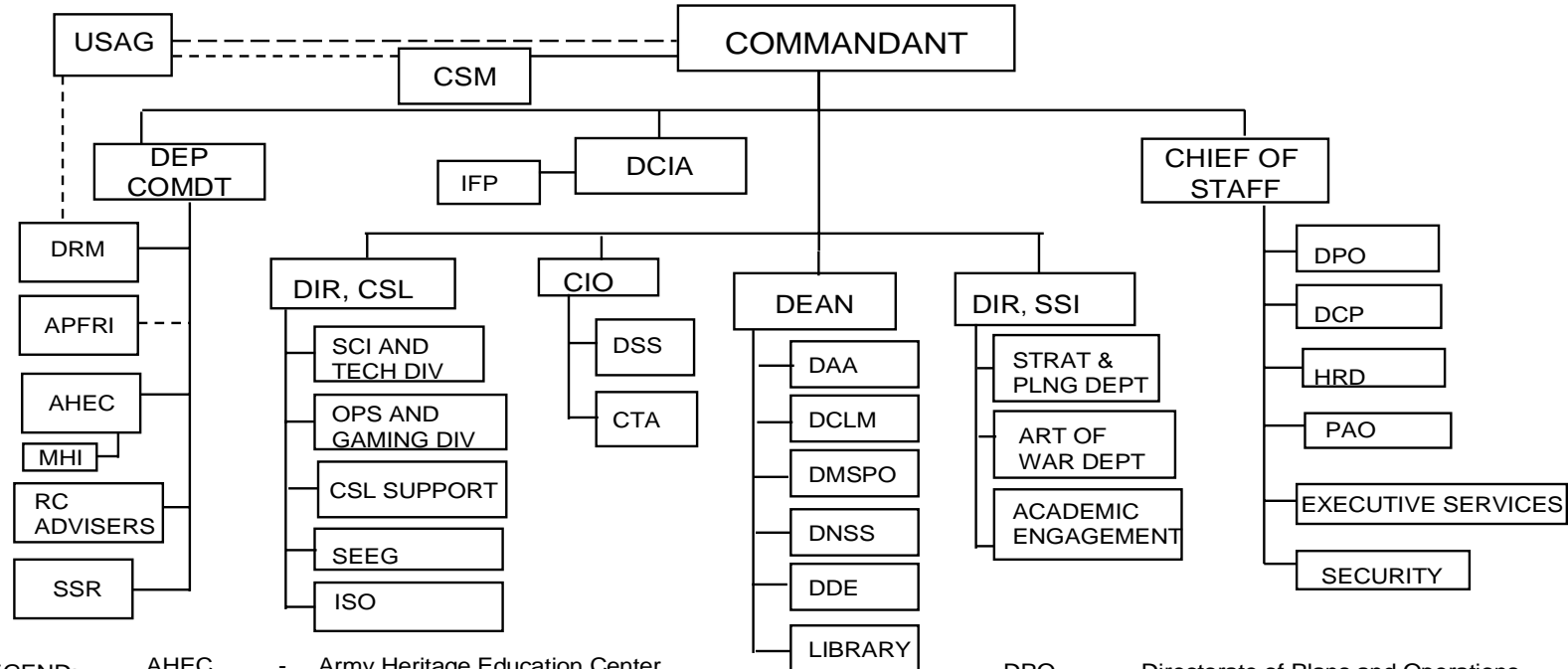
CONRAD C. CRANE, Director, Military History Institute; B.S., U.S. Military Academy; M.A., Ph.D. Stanford University; U.S. Army War College.

THOMAS J. WILLIAMS, Colonel; Director, Army Physical Fitness Research Institute; B.S. Lincoln University; M.A. Truman State; Ph.D. St. Louis University.

ROBERT E. SMITH, Colonel; Director, Plans and Operations; B.S., U.S. Military Academy; U.S. Army War College.

TYRONE J. MCPHILLIPS, Lieutenant Colonel; Garrison Commander; B.S., West Virginia University; M.S. Troy State University.

ORGANIZATION OF THE U.S. ARMY WAR COLLEGE



LEGEND:

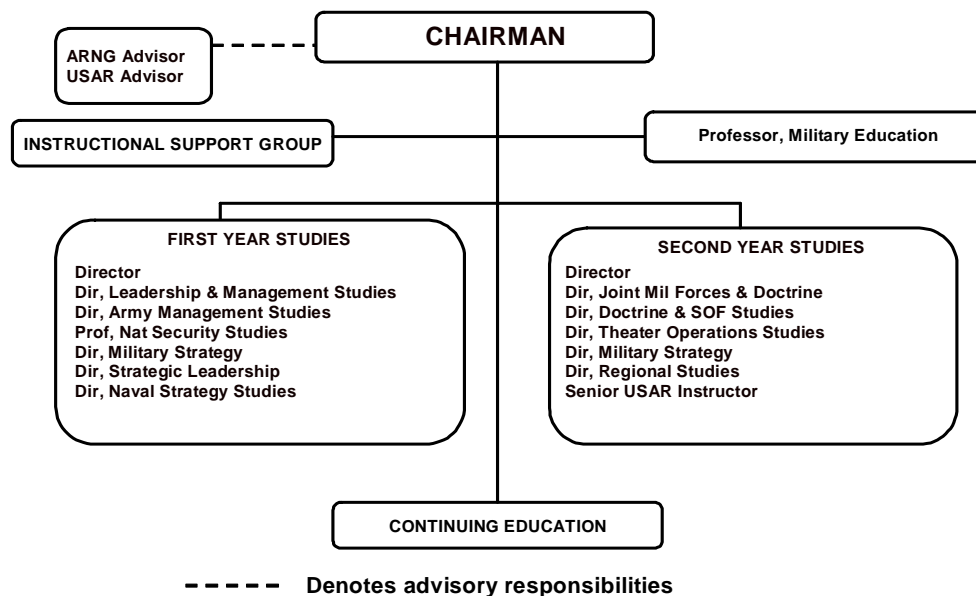
AHEC	- Army Heritage Education Center
APFRI	- Army Physical Fitness Research Institute
CIO	- Chief Information Office
CSL	- Center for Strategic Leadership
CSM	- Command Sergeant Major
CTA	- Chief Technology Adviser
DAA	- Directorate of Academic Affairs
DCIA	- Deputy Commandant for International Affairs
DCLM	- Dept of Command, Leadership, & Management
DCP	- Directorate of Civilian Personnel
DDE	- Dept of Distance Education
DMSPO	- Dept of Military Strategy, Planning & Operations
DNSS	- Dept of National Security and Strategy

DPO	- Directorate of Plans and Operations
**DRM	- Directorate of Resource Management
DSS	- Directorate of Strategic Systems
HRD	- Human Resources Directorate
IFP	- International Fellows Program
MHI	- Military History Institute
PAO	- Public Affairs Office
PKSOI	- Peacekeeping & Stability Operations Institute
RC	- Reserve Components
SEEG	- Strategic Experiential Education Group
SSI	- Strategic Studies Institute
SSR	- Senior Service Representatives
USAG	- United States Army Garrison

**Operations split in DRM between USAG/USAWC

Figure 1-1, USAWC Organizational Chart

ORGANIZATION OF THE DEPARTMENT OF DISTANCE EDUCATION





Admission and Graduation

The Army War College does not accept individual applications into its Senior Service College programs except through special exceptions. Students are centrally selected by their component, thus USAWC receives its list of students by component, rather than receiving and processing individual applications. Active duty officers apply through HQDA as specified in AR 350-1, Army Reserve Officers according to AR 140-12 (and DA Pam 140-12), and Army National Guard Officers according to NGR 351-21. Department of the Army civilians, who also attend the program must apply according to the standards in DA Pam 690-23. Other services should contact their appropriate personnel office to determine eligibility and admission procedures. Due to the specialized nature of the curriculum transfer of credits from other institutions will not be accepted.

Eligibility

Military. To attend the United States Army War College a prospective student must be a serving colonel or lieutenant colonel with at least 16 but not more than 25 years of service at the starting date of the course. U.S. students must have completed the Command and General Staff College, or the equivalent. To be eligible potential students must have completed a baccalaureate degree or equivalent from a regionally accredited institution. U.S. students must request an undergraduate transcript be mailed directly from their institution to the U.S. Army War College's Registrar's Office for verification. The years of service prerequisite may be waived for deserving officers by their component. Requests for waiver shall be endorsed by the applicant's immediate commander and will accompany the officer's application.

Civilian. To attend the Army War College Department of the Army civilians must be an Army civilian employee at the grade of GS/GM-14 or above or GS/GM-13 with high potential. Application and selection is handled by the Office of the Assistant Secretary of the Army (Manpower and Reserve Affairs). Currently the Distance Education program at the Army War College has authorized quotas only for DA civilians. Civilians are also selected to attend here through the DLAMP Program. Other civilians of comparable rank working at other DoD, congressional or executive branches may apply as a student in the Special Executive Program. Applications to participate in this program are to be submitted to the Commandant through the Chairman, Department of Distance Education.

International Fellows. All students attending the USAWC are expected to read, write, and speak English fluently. Native speakers of English are defined as those individuals who have received all of their primary and secondary education in the

following countries: Antigua, Australia, Bahamas, Barbados, Belize, Brunei, English-speaking Canada, Dominica, Grenada, Guyana, India, Ireland, Jamaica, Malta, Mauritius, New Zealand, Singapore, St. Kitts, St. Lucia, St. Vincent, Trinidad, and the United States. Non-native speakers of English must demonstrate proficiency by taking the Test of English as a Foreign Language (TOEFL) **which must be taken prior** to enrollment at USAWC. A score of 600 on the paper-based test or 250 on the computer-based test is the minimum for provisional enrollment in the program of instruction at the U.S. Army War College. Information on the TOEFL may be obtained by writing to:

TOEFL
P.O. Box 6154
Princeton, NJ 90541-6154, USA, or <http://www.toefl.org>

Service Obligation. USAR commissioned officers should remember that according to the provisions of AR 350-1, attendance at the Army War College incurs a two-year service obligation.

Acceptance of Credits from other Institutions.

Due to the specialized nature of the curriculum at the U.S. Army War College, transfer of credits from other institutions will not be accepted.

Graduation Requirements

To graduate from the U.S. Army War College through the Distance Education Program a U.S. student must:

- a. Successfully complete all Distance Education courses in sequence. Satisfactory completion of the individual course requirements is the only basis for receiving credit for the completion of the Distance Education Program.
- b. Attend both resident courses.
- c. Possess a **Secret** security clearance.

Academic Records and Retirement Points

Permanent Records. The Department of Distance Education maintains all records on current and former students. Once selected for the U.S. Army War College, each student will receive an administrative packet, which requires immediate attention. Included in the packet will be the instructions on how to submit your biographical information via our "Education Online" (EOL) system. ***This information must be completed no later than 10 days after receipt of the packet.*** A required part of your records is a **current photo**, which must be sent electronically to the DDE Administrative Office as a JPG file not later than 60 days after your enrollment in the course. If you fail

to submit your biographical information and photograph to the College, administrative actions will be pursued.

Retirement Points. Retirement points and credit hours for U.S. Army Reserve, Army National Guard (ARNG) and U.S. Army, Marine, Navy, and Air Force Reserve Officers not on extended active duty will be awarded for the successful completion of each course. Notification of retirement points will be accomplished by a Memorandum of Record, forwarded by the Registrar's Office and will be awarded at the end of the First Resident course. In the event of termination of enrollment a memorandum will be mailed to the student. The number of retirement points and credit hours to be awarded is shown at Appendix I of this document.

Transcript. Once a student has graduated from the U.S. Army War College, a transcript is available by contacting the USAWC Registrar's Office (email: registrar@carlisle.army.mil). Please note, to be official, a transcript must be transmitted directly from the registrar of one institution to another.



ACADEMIC STANDARDS

The Department of Distance Education's program requires a high degree of academic rigor. The high academic standards have given the U.S. Army War College's distance education offerings respectability in both civilian and military education circles. As a result, the Distance Education Program has been recognized as a graduate level program. The War College student in both the resident and distance education programs is evaluated against clearly delineated standards. Standards for student performances are defined for Written Submissions and Oral Presentations. The standards are as follows:

Participation Standards. During the Education Online forums and the resident courses students are expected to be actively involved in the seminar learning process. Seminar learning is a function of shared ideas, analysis, knowledge and responsibility for and contribution to seminar goals. Participation involves being a good listener, an articulate spokesman for a particular point of view, and an intelligent questioner or challenger of ideas. Your Faculty Instructor will evaluate your participation in seminar, following each of the two resident sessions, and this evaluation will be included in your student record file and annotated on the Student Academic Evaluation Report (AER). Students are selectively evaluated in the online forums. Participation, preparation and the interactive discussions are evaluated according to the same standards as written submissions or oral presentations, based on the design of the forum. Specific information will be provided with each forum.

Preparation Standards. Each student is required to complete required readings, research and study in advance of the requirement due date (or in advance of classes) as specified in course directives or as assigned by the Faculty Instructor. Adequacy of preparation is normally evaluated based upon the quality of the student's written submission, oral presentations, or individual participation in seminar academic activities. An evaluation of your participation in seminar will be completed by your Faculty Instructor after the Resident Course and included in your file.

Written Standards. Since USAWC instruction is presented at the graduate level, student performance is expected to be of comparable quality in substance and form. Faculty will evaluate demonstrated student performance towards achieving course learning objectives. Papers are expected to stress analysis and exposition rather than description and opinion. Papers are expected to be concise, complete, logically organized, and contain a clear and well-supported thesis. Written requirements are expected to reflect generally accepted rules of grammar and syntax and must fall into the word length specified in each course directive. Papers that exceed the specified length may receive a lower evaluation or the paper may be returned to the student for revision and resubmission. While students are encouraged to exchange views and solicit advice and opinions from others, written work must represent individual analysis

and conclusions. It is not acceptable for students to use papers previously submitted to USAWC. Using papers previously submitted by another student constitutes plagiarism.

A student receiving an evaluation of incomplete will be recommended for probation. A student who fails a course evaluation will be referred to an Academic Board for consideration of disenrollment and is not eligible for probation unless so directed by the Academic Board. The overall course evaluation will take into account assessment of written coursework and other designated requirements specified in the course. The criteria for coursework assessments are addressed in the following paragraph. When entering course evaluations in the STS, faculty will render an evaluation that includes written comments and a numeric indicator. Evaluation numeric (1–5) are for internal use only, official transcripts list only that the student has passed or failed a course. Course evaluation numeric indicators and criteria are:

- (1) **FAILED TO MEET STANDARDS** - Inadequate grasp of course learning objectives. Failed to demonstrate an adequate level of scholarship expected of USAWC students, or failed to submit required coursework at all.
- (2) **INCOMPLETE** - Has not completed course requirements, either in quality or by lack of submission by designated deadline.
- (3) **MEETS STANDARDS** - Adequate mastery of course learning objectives demonstrating an acceptable level of scholarship. Analysis, interpretation, and application of material reflect that expected of a future strategic leader.
- (4) **EXCEEDS STANDARDS** - Superior mastery of course learning objectives demonstrating above average level of scholarship. Analysis, interpretation and application of course material reflecting that expected of practicing strategic leaders.
- (5) **OUTSTANDING** - Exemplary mastery of course learning objectives demonstrating a high level of professional scholarship. In-depth analysis, interpretation, and application of course material at a level expected of very experienced strategic leaders.

Plagiarism. Copying or paraphrasing from any source requires acknowledging that source. Plagiarism, verbatim copying or extensive paraphrasing without crediting the source violates the standards of conduct expected of military officers, Department of Defense civilians, and other federal agency civilians. This applies to oral and written presentations, papers, and briefing materials originated by other students. Cases of suspected plagiarism will be brought before a USAWC Academic Review Board. Substantiated charges of plagiarism will result in the award of a Fails to Meet Standards assessment, and disenrollment from the USAWC, and potentially other forms of administrative action.

Evaluation of Submissions. Assessment and feedback to each student, concerning the student's ability to communicate effectively and apply or demonstrate knowledge, is central to the educational process. DDE faculty members evaluate each paper and provide written feedback following the completion of each requirement. The

faculty evaluators will evaluate papers on three major areas: content, organization, and style. Of these three areas, content will be weighted most heavily in the final, overall evaluation. In general, these evaluations will address the student's ability to research, analyze the data gathered, critically evaluate the information, organize material logically, compose and express thoughts clearly and coherently in effective prose, and to use the standard written English expected of officers and senior officials. The faculty evaluators will use one of the following terms in assessing your paper: outstanding, exceeds standards, meets standards, Incomplete, or fails to meet standards. A more detailed explanation of these evaluation standards is as follows:

REPORTING STUDENT PROGRESS

Feedback on student progress is provided by a number of methods. The primary method is comments, by evaluators, on each student submission. Evaluator comments on each submission should be carefully reviewed upon receipt, to include suggestions regarding writing style, paper organization, and content. Feedback is an integral part of the USAWC education process.

During the resident courses feedback will be provided by your Faculty Instructor concerning seminar performance and class preparation. The dialog between you and your Faculty Instructor is an equally important part of the academic feedback process.

For official records, the written part of USAWC feedback system is the Student Academic Report (SAR) and the Academic Evaluation Report (AER). An Academic Feeder Report is completed by the Faculty Instructor at the end of the First Resident Course on each Distance Education student. The Academic Feeder provides a written assessment of each student's participation in the resident seminar and is included in the student's file. At the conclusion of the Second Resident Course, the feeder report, together with the Faculty Instructor's observations of the student's seminar performance at the Second Resident Course and the academic record for DDE requirements, will be combined into an Academic Evaluation Report. The AER, or a similar document for non-U.S. Army students, is the only USAWC document that goes into your official personnel file and is the only record of your attendance that is available to outside agencies. USAWC is required to complete an AER on students who voluntarily disenroll or are disenrolled for academic reasons.

EXTENSIONS AND DEFERMENTS

The curriculum of the U.S. Army War College is designed for completion in a two-year time frame. All courses are to be completed in succession in this group-paced program.

Extensions. If a student has difficulty in meeting the course requirement completion date, the student must apply for an extension. Extensions **may** be granted for valid reasons, but are seldom granted for a period exceeding 14 days. Students should avoid requesting extensions unless there is a bona fide reason. An extension erodes the time available to complete succeeding courses. Extensions for Courses 541 and 592 will be granted **only** for students supplying compelling reasons. The request for extensions may be submitted in writing, by e-mail, or telephonically to the Directors of the respective student year groups prior to the due date of the requirement. This

request must be acknowledged and approved prior to the due date of the requirement. The decision to grant an extension and the length of the extension will be determined on an individual basis. It is important that each student continue to progress through the course at the established schedule. A student who fails to progress according to the schedule ***can be disenrolled*** for failure to meet academic standards. ***If a student is disenrolled, this action and the reason for it are included in the student's AER.***

Deferments. If, due to personal or professional reasons, a student is unable to meet the due dates in the schedule for submitting requirements and cannot maintain progress in the program, a request for deferment should be considered. Requests for deferment are to be sent through one of the following offices: CDR, AHRC; Chief, National Guard Bureau; Chief, Army Reserve; Naval Reserve; Marine Corps Reserve; Marine Corps; or for civilians, Deputy Chief of Staff for Personnel, G-1. Deferments are granted for exceptional reasons and normally ***for one time***, to the next class. See list of **Points of Contact** for deferments at Appendix II. When a deferment is requested through a student's command group, a copy must be furnished to the U.S. Army War College, Department of Distance Education. Requests for deferment may not be submitted after the initiation of disenrollment action. Pending the decision on deferment action, students must continue working on their course requirements or the student will be faced with a considerable backlog of work should the deferment be denied.

ACADEMIC PROBATION

- a. In general, the probation of distance students will mirror that of the resident program taking into consideration differences in delivery means and timeframes. A student may be placed on academic probation for failure to meet academic standards or failing to maintain academic progress. The purpose of academic probation is to ensure that the student understands that his/her present overall level of performance does not meet USAWC standards. Notice of probationary status will be in writing and will inform the student of the reason for this action. The letter will inform the student of expected future performance.
- b. Failure to meet academic standards is generally considered to consist of one or more of the following:
 - (1) A course evaluation of (2) Incomplete on an overall course evaluation.
 - (2) A total of three subcomponent/coursework submissions not meeting standards.
- c. Failure to maintain academic progress is generally considered to consist of three coursework submissions received later than the due date or extended due date.
- d. Students in probationary status must devote their time to improvement of their academic performance. When course submissions meet standards, the student will be removed from academic probation. Any further difficulty in

meeting requirements may be cause for referral to an Academic Review Board for consideration of disenrollment.

- e. If a student successfully meets standards upon resubmission of coursework, the written comments for a course evaluation will reflect that the student met requirements after resubmission. If a student receives an Incomplete, he/she is only allowed two resubmissions of the below standard submission. After two resubmits the coursework is deemed a failure to meet academic standards.
- f. A student who fails to meet standards the first time in two courses will be referred to an Academic Review Board for consideration of disenrollment.

APPEAL OF A COURSE EVALUATION. In the absence of compelling reasons, such as error or bad faith, the evaluation rendered by faculty of record is to be considered final. A student who believes an appropriate evaluation has not been assigned should follow the procedures described below to appeal the evaluation. The student must initiate the appeal within two weeks following the posting of the course evaluation.

- a. The student must discuss the matter with the FI involved.
- b. If the student does not receive satisfaction in the discussion with the FI, he/she should discuss the issue with the department chair.
- c. If, after consulting with the department chair, the student still feels that he/she has been dealt with unsatisfactorily or inequitably, he/she may submit a written appeal to the Dean.
- d. The investigation and resolution by the Dean shall take place within 30 days after the written complaint has been received. The student will be notified of the Dean's decision in writing.
- e. The information regarding the appeal shall be kept confidential.
- f. The written appeal by the student and all information regarding the investigation and resolution shall be maintained in the student's academic folder for one year following his/her departure.

DISENROLLMENT. USAWC students may be disenrolled for the following reasons:

- a. **Voluntary Request.** A student may voluntarily withdraw from the program by submitting a written request. Students withdrawing prior to 1 May, the year of their enrollment, shall submit a request to their component headquarters. After 1 July, requests shall be submitted to the Department of Distance Education, USAWC, stating the reasons for the requested action. USAWC will notify AHRC, OCAR, NGB, USMC, USMCR, USN, or Office of Personnel Management (OPM) (as appropriate) of the voluntary withdrawal. Upon withdrawal from the program, regulations require that an academic

evaluation report (AER) be prepared on all students (except Active Army) when they disenroll (withdraw) from the program. For Active Duty Army students a letter explaining the reasons for the termination will be sent, instead of a DA Form 1059 from the school commandant to Human Resources Command.

- b. **Failure to meet academic standards.** Students are expected to meet the academic standards prescribed in the course directives, and the Department of Distance Education catalogue. A student who fails to meet the written, oral or participation standards of the Army War College, or who fails to maintain academic progress by not meeting the established timelines for submitting assignments, may be disenrolled.
- c. **Failure to maintain academic integrity.** Student work will reflect the thoughts and efforts of the individual student. Verbatim copying or paraphrasing from any source must be acknowledged by appropriate documentation or it will be considered plagiarism. This violates standards of conduct expected of senior military officers or civilians. Plagiarism, defined as “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one’s own original work,” is not tolerated at USAWC. Students whose submissions are plagiarized or who engage in cheating on submissions will be disenrolled from the program.
- d. **Failure to Maintain Academic Progress.** Students are expected to progress through USAWC programs with their respective classes. Students who fall substantially behind or who are consistently late in completing course and other graduation requirements in accordance with references in paragraph c may be considered for disenrollment.
- e. **Personal Misconduct.** Personal behavior which violates the Uniform Code of Military Justice (UCMJ), civil law, or military regulations and/or bears on the professional standards expected of USAWC students is a basis for disenrollment.

ACADEMIC REVIEW BOARD

If the Chairman, Department of Distance Education, determines a student should be considered for disenrollment for failure to maintain academic progress, for cause or for failure to meet academic standards, the Chairman will inform the Dean of Academics and request an Academic Review Board.

- The Dean will convene an Academic Review Board composed of faculty members that will be responsible for reviewing the evidence and making a recommendation to the Commandant.
- The Dean will inform the student of the impending action and invite the student to respond in writing about the impending action.

- The Academic Review Board will make its recommendation to the Deputy Commandant based on the evidence submitted by the Department Chairman and any mitigating evidence submitted by the student.
- The Deputy Commandant reviews and renders the final decision.
- The Dean of Academics will notify the student in writing.

Any student disenrolled from the DEP will receive an AER that reflects this disenrollment. The Dean will officially notify the student, by letter, of any disenrollment action and the reasons for disenrollment. A copy of the letter will be forwarded to CDR, AHRC; Chief, National Guard Bureau and State Adjutant General; Chief, Army Reserve; Commanding General, USMC; Commandant, Marine Corps; CDR, Naval Reserve Force; Office of Personnel Management; or other service chiefs, as appropriate. Upon notification by the Dean's letter, all curricular material will be returned to the U.S. Army War College.



RESIDENT COURSES

BASIC ADMINISTRATIVE INFORMATION

The Distance Education Program includes two resident courses: one after the completion of the first year of non-resident study and the second, upon completion of the second year. Each resident course lasts two weeks. Resident courses permit the synthesis of individual solutions in seminar group sessions and provide students with the opportunity to attend lectures and gain access to classified material relevant to the course of instruction.

Attendance at both scheduled resident courses of instruction is required for successful completion of the curriculum. Students should plan to attend the resident course for the class in which enrolled. Exceptions to attendance in resident courses can be granted, but only for the most compelling reason. In exceptional circumstances, permission to be deferred from resident course attendance to attend a resident course scheduled for the subsequent class may be granted for compelling reasons. Requests for deferment from resident course attendance should be submitted in writing to the Chairman, Department of Distance Education, U.S. Army War College, 122 Forbes Avenue, Carlisle, PA 17013-5243.

NON-ATTRIBUTION POLICY — REFERENCE TO GUEST LECTURERS' REMARKS AND EDUCATION ONLINE CONTENT

Full freedom of expression is encouraged during all academic endeavors. Outside speakers and lecturers, faculty and students are encouraged to speak openly. It is the policy of the College that students and faculty will not later attribute speaker's statements to them in public media or forums or knowingly transmit them to persons who will. When it is necessary to refer to remarks by a previous speaker, make that reference in general terms so as to protect the previous speaker's identity.

This non-attribution policy applies to EOL lectures, videos, forums, and any other presentations made available to DEP students. Online participants contribute to the DEP based on the adherence of our students to this policy.

It is permissible to include USAWC lectures in bibliographies of research papers, but to do this specific written permission must be obtained from the speaker.

ELIGIBILITY

- a. Successful completion of the first five DEP courses constitutes a prerequisite for attendance at the First Resident Course. Successful completion of the remaining five DEP courses must be accomplished in order to attend the Second Resident Course and graduation.

- b. Security Clearance. As a Distance Education Program student you must initiate the process to attain a **Secret** security clearance. Students should ensure that their supporting security offices forward a memorandum verifying their security clearance or other equivalent clearance certificate, to U.S. Army War College, Security Branch, 122 Forbes Avenue, Carlisle, PA 17013-5219, immediately following selection for the program. Students' supporting security offices are responsible for initiating necessary investigations to obtain final **Secret** clearances for students requiring them, and for providing the required certification of that clearance to the USAWC. International students enrolled in the DEP are exempt from this requirement ***U.S. Students are required to have a final Secret clearance to graduate from the U.S. Army War College.***

MILITARY PAY AND ALLOWANCES. Questions regarding military pay and allowances should be referred to the appropriate paying office. TPU/AGR and National Guard soldiers need to contact units.

IRR/IMA/DIMA/JRU soldiers will mail their pay packets to AR-PERSCOM, ATTN: ARPC-PSU-BB, 1 Reserve Way, St. Louis, MO 63132-5200. A pay packet consists of two copies of orders, Form W-4 (Employee's Withholding Allowance Certificate), DD Form 2058 (State of Legal Residence Certificate), SF Form 1199A **or** DD Form 2762 **or** a copy of a voided check (Direct Deposit), DA Form 5960 (Authorization to Start, Stop or Change Basic Allowance for Quarters) with marriage license/divorce decree/court ordered child support as appropriate, and ARPC Form 3924 (Certificate of Performance). The pay packet may be mailed at the beginning of your tour and the ARPC Form can be mailed NLT five days after you complete the tour.

TRAVEL (LODGING AND PER DIEM)

All travel for IRR/IMA/DIMA/JRU/TPU soldiers will be processed through DNO/DFAS-IN, Dept 3700, 8899 East 56th Street, Indianapolis, IN 46249-3700.

FULL TIME TRAINING (FTT) AND ACTIVE DUTY FOR TRAINING (ADT) TOURS

Full Time Training and Active Duty for Training Tours for the purpose of attending a resident course are authorized for officers of the Reserve components under the provisions of Chapter 4, paragraph 4-2, NGR 350-1 and AR 140-1.

DRESS REQUIREMENTS

Any authorized version of the Army Green service uniform may be worn (e.g., black pullover sweater, short sleeved shirt, long-sleeved shirt with tie, coat). Comparable uniforms are to be worn by members of the sister services. Proper military dress for academic activities will be established in the weekly pocket schedule. When the full Army Green uniform is not specified, Army personnel may wear the Class B uniform with or without tie. Military personnel may also wear civilian attire in lieu of the uniform, when the wearing of the uniform is not specified. For men, a suit coat with dress slacks, dress shirt and tie and a social name tag (issued at the First Resident

Course) will be worn in the hallways on the first floor of Root Hall, except adjacent to the offices in the "C" wing. For women, appropriate civilian attire is a suit or jacket with coordinating skirt or slacks or a dress. Wearing a coat is not required to be on the second and third floors. Civilian students wear business attire, i.e., coat and tie for men and equivalent dress for women.

Civilian casual attire may be worn during non-duty hours. Casual is defined as slacks, sport shirt, and/or sweater for men and dress, skirt or slacks with top for women, when in a non-duty or leave status and during duty hours when in non-classroom related research. Duty hours are considered to be 0800-1700, Monday-Saturday. During non-duty hours, more casual attire to include shorts and blue jeans may be worn.

Regulation name tags will be worn with the military uniform. A student social name tag is provided for wear with civilian clothes at curricular functions and on field trips. Students should wear their social name tags at social events when the uniform is not worn. Security cards are provided for each student during the resident courses. **They are to be openly displayed while attending instructional activities in Root Hall, Bliss Hall or Collins Hall.**

PHYSICAL FITNESS. Weight, appearance, and a sustained program of physical fitness continue to be a matter of special emphasis throughout the Army. Students must meet Army weight standards as described in AR 600-9 at the time of their acceptance into the program. Upon arrival for both Resident Courses, all U.S. Army students will provide a copy of their DA Form 705, Army Physical Fitness Test Score Card. Where necessary, students will provide a copy of their DA Form 5500-R, Body Fat Worksheet, or DA Form 3349, Physical Profile. Students may be weighed while attending resident instruction.

DUTY HOURS. The usual academic week is Monday through Saturday. This time will be allocated to scheduled curricular activities, individual and seminar group research, discussion, and study. Duty hours at the College during resident courses are normally from 0800 to 1700 hours. Evening and weekend sessions may be scheduled during this period, as required, to meet course objectives.

LEAVES AND ABSENCES

Attendance at all scheduled curricular activities (lectures, question periods, panels, seminars and seminar group discussions, work sessions, and presentations) is mandatory. This includes evening and weekend academic activities as specified by the Chairman, DDE. Requests for absence during duty hours will be made to the Chairman, DDE, after securing the concurrence of the seminar Faculty Instructor and the Seminar Group Chairman. Seminar Group Chairmen are responsible for reporting to the Chairman, DDE, those students who are absent from curricular activities without a previously approved excuse.

Requests for leave or absence should be submitted to the Chairman, DDE, for approval. When required, the Chairman, DDE, will approve requests for leave due to emergencies. After duty hours, leave due to emergencies will be approved telephonically by the Chairman, DDE. The Chairman, DDE, will pass information on

absences to the USAWC Chief of Staff to keep the Deputy Commandant and Commandant informed.

TELEPHONE SERVICE

Seminar study rooms are equipped with telephones, which are restricted to official calls. Study room telephones are not to be moved to seminar rooms. The following types of telephone service are available at USAWC:

- a. Commercial phones are the primary means of making long distance phone calls. There are an extremely limited number of DSN lines available at the U.S. Army War College. Department staff can assist in converting from DSN to commercial numbers.
- b. To place official long distance calls within CONUS, dial 95 + the area code + the seven digit telephone number you desire. For OCONUS calls, dial 96 + 011 + the country code + city code + the number.
- c. Unofficial direct distance dialing from telephones in USAWC is not authorized.
- d. Personal unofficial calls may be made from pay phones located throughout USAWC.
- e. Secure Voice (a STU-III) telephone is the only telephone authorized for classified communications at the USAWC. One is available for student use in the Security Office, Room SB-08.

A fax machine (outgoing faxes) for student use is located in Room A-11, Root Hall (basement). To receive an incoming fax use phone numbers DSN 242-4570 or 242-3584; or Commercial (717) 245-4570 or 245-3584. An incoming fax should include your name and DDE Class of 2007, and will be placed in your distribution box. Only transmission of Official (non-personal) material is allowed.

POSTAL SERVICE

The USAWC Mail Room located in Root Hall provides individual mail delivery and dispatch services for members of the Distance Education Program. Included in these services are the delivery of personal, official, registered, insured, and certified mail. The Carlisle Barracks Branch Post Office is located in Building 46 and sells stamps and money orders and dispatches personal, registered, insured, and certified mail. Window hours are 1000 to 1400, Monday - Friday.

Mail to Distance Education Program students during the resident courses should be addressed as follows:

LTC JOHN DOE
DDE Class of 2007
U.S. Army War College

122 Forbes Avenue
Carlisle, PA 17013-5243

Personal/official mail addressed as shown above will be picked up at the DDE Admin Office and notification will be posted in the student mail boxes.

AUDITORIUM: PROCEDURES FOR LECTURES IN BLISS HALL

In preparation for Bliss Hall lectures, chimes/bells sound throughout Root and Bliss Halls ten minutes before the starting time of Bliss Hall activities. You must arrive in time to be seated two minutes prior to the starting time. Chimes/bells at two-ring intervals indicate that attendees are ready for the entrance of the Commandant's party. When the auditorium lights flick off and on, this signals the entrance of a general officer or a distinguished guest. Students will rise on the entrance alert. In addition, at the end of the session, students and faculty will rise and remain standing until dismissed by a faculty member. An individual student should rise when asking a question of a guest speaker. Students will remain seated when guests return to the auditorium for question and answer periods. (You are reminded to review the non-attribution policy.)

Food and Drinks are not permitted in Bliss Hall lobby or auditorium.



Bliss Hall Lectures

For each resident course, the College invites highly qualified persons to address students in the Bliss Hall Auditorium. As a general rule, lectures are scheduled for 30 minutes, followed by a break and then a question and answer period. The question and answer period affords students a valuable opportunity to probe more deeply into the views examined by the speaker.

PERSONNEL AND PHYSICAL SECURITY

During the resident course, DDE students will, upon verification of clearance, be issued a security identification card. The Security Card will be displayed when attending classified lectures in Bliss Hall. It will be worn at all times when visiting Collins Hall. Because it authorizes access to classified presentations and the USAWC Classified Library, it must be protected from unauthorized use. This card will be collected during out-processing. If the card is forgotten, a temporary card can be obtained from the Root Hall Security Guard. Actual or suspected loss of a security card must be reported immediately to the USAWC Security Manager.

Bliss Hall and Root Hall have selected restricted areas and require display of your security identification card for access. Cameras, recording equipment, and radios are not permitted in these areas, or elsewhere within the USAWC where classified discussions are underway or classified materials are displayed.

Family members are authorized access to Root Hall, Monday through Friday from 0600 to 1630. In order to enter Root Hall a family member must show a photo I.D. and sign in. The guard will then issue a temporary security card which will grant access to the book store, library and cafeteria. Students can ONLY enter Root Hall after 1630 or on weekends with a valid security card.

Bliss Hall, Wil Washcoe Auditorium, and seminar and study rooms are cleared for classified discussions through SECRET, with the following stipulations:

- a. Clearances must be verified in advance by the Security Manager for all visitors or guests participating in lectures or discussions involving classified information.
- b. During classified discussions in seminar rooms or study rooms, doors must be closed, telephones and televisions turned off, and only cleared personnel present.
- c. Classified information must not be discussed on telephones or in the coffee shop or other common access areas, such as hallways or the Mail Room Lobby.

DOCUMENT SECURITY

Resident Course instruction will not usually require the issue of classified course materials.

Since the possibility of using classified materials exists, a security officer will be designated for each seminar group. The seminar group security officer will ensure that good security practices are stressed to group members, and in the event classified

materials are used, will receive from Classified Records Branch all classified material to be used by the group. The group security officer will issue classified materials to group members, and will collect all classified materials prior to the conclusion of the course and return them to Classified Records Branch.

Classified material may be obtained by cleared personnel from the USAWC Classified Library or the Classified Records Branch (Room SB08, Root Hall). All classified materials must be secured in a security container when not in use. Open storage of classified information is not authorized in student, staff, faculty offices or work areas. If classified notes are generated during presentations or discussions they must bear appropriate classification, downgrading and declassification markings, and be protected as described in AR 380-5.

When individual security containers are put in use, Standard Form 702, the Security Container Check Sheet located on each container, must be annotated each duty day. Containers will be locked when the assigned safe custodian is not present.

All classified materials must be returned to the issuing point prior to the close of the resident course. Any questions on security matters should be referred to the Chief, Security Division, Room SB-08, Root Hall, (Ext. 54440).

VISITORS TO USAWC

- a. **Unofficial Visitors.** Unofficial visitors, including family members, are welcome to the USAWC common use facilities [Barber Shop, Bookstore, Cafeteria, Library, Computer Laboratory, Photo Studio, Defense Printing Plant Service Window] when the following conditions are met:
 - (1) Employees are responsible for ensuring their family members and guests are appropriately attired. Adult family members and guests are expected to adhere to the minimum dress code requirements for casual attire. Children are exempted from this standard; however, sponsors are to ensure children entering Root Hall meet reasonable standards of good taste. The Root Hall Sentry will enforce the dress code requirements. Therefore, sponsors should ensure that family members and guests are aware of the dress code in order to prevent embarrassment.
 - (2) Children under ten must be escorted by an adult at all times. Inappropriate behavior by dependent children will be brought to the attention of the sponsor.
 - (3) Visits are not authorized to areas where classified information is displayed or discussed.
- b. Subject to available space, unofficial visitors may participate in specifically identified sanctioned academic events that take place in Bliss Hall, Wil Washcoe Auditorium, the Mary Walker Room, the Otto Cheney Room, or the Command Conference Room. Access rules for unofficial visitors' participation will generally be announced concurrently with the scheduling of the event. In cases where access rules are not announced, staff members

or students desiring to bring unofficial visitors into an academic convocation of this nature will seek permission through their department leadership (or faculty advisor) to the sponsoring department or institute leader. In some cases when the speaker has not provided permission for unofficial visitor participation, these requests may also need to be referred to the Dean and Deputy Commandant for resolution. [Permission for unofficial visitors to attend academic convocations in Collins Hall is also subject to Collins Hall security procedures.]

- (1) Unofficial visitors who wish to audit individual classes or courses must contact the Registrar for appropriate instructions.
 - (2) Unofficial visitors are strongly discouraged from participating in curricular events in the seminar rooms since these visits can inhibit the sustainment of a candid learning environment and hinder the free-flowing exchange of ideas. In cases where a faculty member, staff member or student believes there is a compelling reason to give an unofficial visitor access to a seminar discussion, that faculty member, staff member, or student must obtain the full concurrence of the Faculty Instructor responsible for the block of instruction and the Chairman of the Department responsible for the course being conducted. In cases where the Faculty Instructor is inviting the unofficial visitor into his or her own class, the Department Chairman's permission is still required.
 - (3) Except as provided in sections a. and b. above, DDE will provide notification of all unofficial visitors in Root Hall through the Dean to the Deputy Commandant. The Deputy Commandant may decline to accept unofficial visitors in College facilities due to conflict with other official business in the facility, for security management reasons, or for other reasons as appropriate.
 - (4) Visits to the Computer Laboratory may be restricted to War College students, Fellows, and official visitors during periods of high-access demand for students preparing papers and other course materials.
- c. **Official Visitors.** Official Visitors are those individuals visiting the USAWC to conduct official government business. When presentations or discussions may include classified information, the sponsor must have the visitor forward his security clearance to the Security Manager or, if access to Sensitive Compartmented Information (SCI) presentations or the SCI facility is anticipated, to the Special Security Detachment (SSD). This must be accomplished for all visitors, regardless of rank, except for those general officers and high-ranking civilians who are at the USAWC to address the entire class in Bliss Hall. However, security clearances should be sent to USAWC Security Office for all other members of the party of those speakers.
- d. **Staff Responsibilities and Procedures for Sponsoring Visitors.**

- (1) Faculty Instructors are principally responsible for sustaining the desired candid learning environment in their seminar rooms. As such, Faculty Instructors have the right to refuse unofficial visitors to their seminar sessions. The Department Chairman may also refuse unofficial visitor requests that they view as disruptive to seminars or to the conduct of the course.
- (2) The Deputy Commandant and the Dean of Academics are the approving authorities for all official visitors to curricular activities.
- (3) Departmental notification of unofficial visitors in seminar discussion will be submitted in writing. The specific date and times of the visit will be identified along with the course session number. The notification will indicate the specific concurrence of the FI, and Department leadership.
- (4) In general, sponsors are encouraged to arrange visits at a time when minimal disruption of activities will occur. After duty hours, sponsors are to include the names of their guests on the sign-in/out register in the main lobby.
- (5) Sponsors must remain with the visitors while they are in the facilities.

INSTRUCTION AT RESIDENT COURSES

The seminar group is fundamental to the U.S. Army War College resident methodology. It is the principal mechanism for review and discussion of curricular material and for the presentation of student study efforts. It also serves as a forum for group analysis, research, study, and problem solving as well as preparation of group oral and written reports. Dissent in a logical, tactful, and convincing manner is encouraged. The seminar may be conducted with a variety of instructional purposes, all having in common predetermined learning objectives. Examples of these purposes are:

- Review and discussion of material studied or presented in the preceding instruction. Such discussions may be based upon an agenda expressed in broad terms. The primary purpose of such discussion should be to synthesize and develop conceptual understanding.
- Consideration of new material or exploration in depth of particular subject matter. In addition, the Faculty Instructor may provide a highlighted document including a general plan for conduct of the discussion, discussion points for each agenda item, and other appropriate items, such as a list of alternative policies, the pros and cons of debatable issues, or suggested models of problem solving.
- Consideration of a discussion topic. The discussion topic may be published as a separate document or as a directive appendix if a substantial amount of background information is appropriate to the topic. The document may include both faculty written material and selections from authoritative sources, presenting opposing views of controversial subjects.
- Consideration of a case study. Case studies are published as separate documents and focus on a narrative account of a factual or hypothetical set of events from which the learning objective may be derived. Case studies may concern decisions that have been reached, actions that were taken, or problems that are in the process of developing, and are presented in sufficient detail to permit others to understand the facts and forces at play.

Lectures are also scheduled to enrich the seminar experience. For each resident course, the College invites highly qualified persons to address students in the auditorium. As a general rule, lectures are scheduled for 30 minutes, followed by a break, a question and answer period, and seminar group discussion. The lecture method is regarded by the College as primarily a vehicle for direct communication of authoritative opinions and insights. It is used to afford students the advantages of timely insights into issues of national security and strategy. Information on past lecturers may be obtained from the Library Reference Section. Taped recordings of a number of past lectures are maintained in the Library and in the Military History Institute. Excerpts from these may be used on closed circuit television in seminar rooms, when appropriate.

The question and answer period following the lecture affords all students a valuable opportunity to probe more deeply into the views expressed by the speaker and on occasion to present contrary views—their own or those of others. Questions and comments should be clear and brief. Only one question at a time should be put to the

speaker. However, related questions are encouraged to further clarify the issue. If views presented by a student were derived from a previous speaker, they may not be attributed to the speaker by name, position, or title. This is in compliance with the College's long-standing non-attribution policy. No exceptions are permitted.

ADDITIONAL SEMINAR ACTIVITIES

Politico-military simulations, international relations exercises, war fighting exercises or other decision-making simulations may be scheduled. Both computer-assisted and manually conducted simulations are used at the College.

Noontime Lecture Series. These presentations are held during both resident courses. Their purpose is to provide a forum for an exchange of ideas with selected faculty members or guest lecturers and students concerning their views and experiences on a variety of command, management, and strategy issues. These discussions are held in an informal atmosphere. Student attendance in these sessions is voluntary.

Student Requirements. Individual preparation for each day's scheduled activity includes reading the introduction, learning objectives, student requirements, and central points for each unit of instruction. Bibliographic items may be reviewed. Such preparation enhances the understanding of, and appreciation for, informed participation in the question and answer periods following lectures and during seminar group discussions. Some units of instruction in the USAWC curriculum may contain group requirements. These involve broad issues applicable for group study and discussion. Students working alone or as members of a subgroup may be designated to conduct research and report on assigned portions of an issue and to defend their viewpoints. A minority report in the form of a non-concurrence to that portion of the group effort which is not acceptable to a student's personal view may be prepared. A comprehensive appraisal of the issue is achieved only when there is complete student participation in the group study effort.

THE SEMINAR GROUP SYSTEM

ORGANIZATION OF SEMINAR GROUPS

The student seminar group is the center of academic activity at the USAWC. During in-processing, information on seminar group assignments is provided which designates seminar group chairmen, assistant chairmen, and other positions.

The **Faculty Instructor** (FI) is the person responsible for facilitating the seminar group's learning process. He serves to:

- Link the curriculum and the student body.
- Explain the USAWC objectives and place course studies in context with the remainder of the curriculum.
- Provide academic direction to the group and coordinate its academic efforts and performance.
- Assist members of the seminar group in understanding the objectives and requirements for group performance.

The **Faculty Instructor** plays an active, not a passive role. The FI's primary role is to facilitate discussion and serve as an adviser as well as a teacher. FI's evaluate group and individual performance, provide prompt and effective feedback and counseling to both individuals and groups. He guides the group's discussions and provides specific instruction, information, and guidance. He questions alleged facts assumptions and guides the seminar group to ensure that sound analytic methods and a proper research basis are maintained.

In matters affecting the academic organization of the group and its accomplishment of group tasks, the Faculty Instructor usually exercises his influence through the Seminar Group Chairman with whom he must be in closest communication. He advises the Seminar Group Chairman on how to organize the group to best accomplish its discussion tasks and group requirements, and defines the standards the group must meet.

The **Seminar Group Chairman** is a student who is primarily responsible for the performance of the nonacademic administrative and social activities of the group. In addition, the Seminar Group Chairman (under the supervision of the Faculty Instructor) organizes and directs the seminar in its accomplishment of group academic requirements. The Seminar Group Chairman has a triple function: he has administrative duties that are his alone; he is the leader in the seminar group effort to achieve substantive results for which the seminar group as a whole is responsible; and, he contributes to seminar group study as an individual. Specific functions that he usually retains are:

- Responsibility for administrative and social matters concerning the seminar group.
- Preparing a planning calendar and a schedule for seminar group work.

- Supervising preparation for seminar group presentations including necessary writing of reports, training aids, and rehearsals.
- Keeping the Faculty Instructor informed of seminar group progress and need for assistance.
- Maintaining attendance.
- Attending morning meetings with Chairman, DDE.

The **Seminar Group Chairmen** designated for the First Resident Course and the Second Resident Course will meet with their respective Faculty Instructors on the Sunday afternoon before the start of these resident courses. The purpose of this meeting is to ensure that the objective, scope, and requirements of the course, the time factors involved, and the seminar group relationship with the Faculty Instructor are understood. If indicated, the Faculty Instructor may suggest an appropriate organization of the seminar group, a methodology for attack of academic requirements, a reasonable scheduling of tasks, deadlines for reports and visual aids, and a scope and format for reports. If appropriate in the course of the study, he may suggest that certain aspects of the problem be further considered, researched, and discussed to ensure that findings are logically reasoned and soundly supported.

The administrative organization of the seminar group is left to the discretion of the chairman. He may appoint subgroups and various assistants for effective performance of the many administrative and substantive functions. To make best use of seminar group talents and interests, he should consult student biographies. Some assistants and subgroups and their functions might be as follows:

- **Assistant Chairman.** This officer is designated in the course directive. He is in fact the seminar group vice-chairman who assists the chairman in the accomplishment of his duties and may be assigned additional responsibility for administrative details such as:
 - Drawing materials from the Library.
 - Supervising seminar room arrangement for meetings (The course directive assigns regular seminar rooms to each seminar group).
 - Assisting the chairman in the conduct of seminar group meetings, particularly in following the agenda time schedule.
 - Acting as chairman during the absence of the chairman.
- **Seminar Group Secretary (Permanent Recorder).** (As Required) Some duties might be to:
 - Record all matters needed for future reference arising from seminar group meetings.
 - Maintain master copies of all working papers.
 - Arrange for reproduction of seminar group material.

- Assure that working papers to be discussed by the seminar group as a whole are distributed in sufficient time to permit their prior study by seminar group members.
- **Seminar Group Security Officer.** (As Required) Each Seminar Group Chairman will appoint one group member as group security officer. This individual will perform or monitor the following:
 - Receive classified curricular material from Classified Records Branch for distribution to seminar group members and ensure such material is returned at the course conclusion.
 - Establish procedures to ensure that security inspections are conducted of seminar and study rooms at the end of each duty day. Such inspections should include:
 - Checking of all safes to ensure they are locked and the Standard Form 702 has been annotated.
 - Inspecting rooms to ensure areas are free of classified material except that stored in security containers.
 - Ensure that all doors are closed, telephones and televisions are disconnected, and only appropriately cleared personnel are present prior to classified discussions in study or seminar rooms.
 - Advise the Seminar Group Chairman and members on security related matters.
 - Coordinate, as necessary, with the USAWC Chief, Security Division.
 - Report security violations and hazards to the Chairman of the Department of Distance Education and the USAWC Chief, Security Division.
 - Ensure security policies contained herein are applied in the conduct of group activities.
- **Social chairman.** This individual makes arrangements as to time, place, charges, and invitations in connection with seminar group social functions. The Commandant's policy encourages social activity so long as it is not extravagant and does not interfere with the College program. Usually, student seminar groups have one "get acquainted" type activity during each resident course. Wearing of social name tags at such gatherings is encouraged.
- **Gift Committee representative.** U.S. Army War College Classes normally present a gift to the College. The selection of the gift is accomplished through a gift committee consisting of a member from each seminar.
- **Yearbook Committee representative.** Each DDE graduating class is included in the Army War College Yearbook. Each seminar will appoint a yearbook representative to facilitate the inclusion of seminar activities.

- **Other subgroups.** Additional subgroups may be appointed by the seminar subgroups, by the group chairman, or by the Faculty Instructor as needed to fulfill academic requirements.

SEMINAR GROUP RESPONSIBILITIES

- a. As previously indicated, either of the two-week resident courses may include one or more requirements to be completed by the seminar group. All pertinent information regarding each phase and the associated requirements are described in a directive issued just before the beginning of the respective resident course.
- b. The success of the seminar group system depends on active, enthusiastic, and thoughtful participation by each student. Each member should think of himself/herself as an important part of a team upon which a specific responsibility has been placed. Each member is responsible to the seminar group for contributing his/her best efforts to the team task.

A Distance Education Student Seminar Group in Session

Students are divided into seminar groups of 15-17 for the Resident Courses. The College uses the seminar group system as the major vehicle for instruction during the resident courses. In seminars students are challenged to clearly express their ideas developed during the distance education phase and defend them during group discussions with their peers. Seminar group membership, formed for the First Resident Course, remains the same for the Second Resident Course.





PROGRAM OF INSTRUCTION

NON-ATTRIBUTION POLICY

Full freedom of expression is encouraged during all academic endeavors. Outside speakers and lecturers, faculty and students are encouraged to speak openly. It is the policy of the College that students and faculty will not attribute speaker's statements in public media or forums or knowingly transmit them to persons who will. When it is necessary to refer to remarks by a previous speaker, make that reference in general terms so as to protect the previous speaker's identity.

This non-attribution policy applies to EOL lectures, videos, forums, and any other presentations made available to DEP students. Online participants contribute to the DEP based on the adherence of our students to this policy.

It is permissible to include USAWC lectures in bibliographies of research papers, but to do this specific written permission must be obtained from the speaker.

The following is the program of instruction for the Distance Education Course. It consists of a series of ten courses and two resident courses, taken over a two-year period. Each Course is composed of several lessons. The lesson is the basic unit of instruction and consists of selected readings and other educational materials that support accomplishment of course objectives. Course performance is evaluated through writing forum participation and exercise requirements. Individual student requirements are subjective in nature, based on required study and designed to ensure that course objectives are attained.

PROGRAM RESEARCH PAPER

The Program Research paper is a requirement for graduation from this program. This paper, consisting of 5,000 words, must be written at the graduate level and on a topic of strategic significance. This paper is designed to test each student's ability to research and distill pertinent information from a number of sources and produce a logical and coherent research paper on a matter of strategic significance. This paper will challenge each student's ability to analyze, synthesize and write about a significant strategic issue. Please note that topics are to be discussed with and approved by the student's seminar Faculty instructor during the First Resident Course.

COURSE INTRODUCTION
COURSE 500
INTRODUCTION TO STRATEGIC LEADER EDUCATION

This course is designed to prepare the student for education at the strategic leadership level. It serves to introduce the student to methods of learning used at the U.S. Army War College Department of Distance Education, and introduces the student to adult learning concepts, critical thinking skills, and graduate level writing skills. Mastery of these skills is essential for the student to successfully complete the two-year U.S. Army War College curriculum.

STRATEGIC LEADERSHIP
COURSE 501

This course introduces and begins the student's transition to the strategic level of leadership. It serves as the underpinning of all Army War College studies. It focuses student attention on the uniqueness of strategic leadership; demonstrating the importance of values-based ethical behavior, decision-making, and culture setting; evaluating historical leaders in the context of the strategic environment, and strategic leader competencies and skills; and applying fundamental learning and critical thinking techniques of the senior leader. **3 Credit Hours**

INTERNATIONAL RELATIONS AND THE USE OF POWER
COURSE 512

Course 512 explores ideas about international relations that have been developing at least since the Peloponnesian War between Athens and Sparta. The course examines the prominent realist and liberal schools of thought and other significant contributions to international relations theory. This includes analysis of the various actors in the international system such as states, international organizations, and multinational corporations. A significant part of the course focuses on the post-Cold War period and its promise of peace, democracy, and prosperity in a globalizing world, a promise unfortunately marred by significant violence and instability. The course covers transnational problems that are creating new challenges to security and prosperity in the 21st century; military power is emphasized as are economic and other examples of "soft" power that have gained prominence in recent years. **3 Credit Hours**

NATIONAL SECURITY POLICY AND STRATEGY
COURSE 522

This course examines the origins, formulation, and execution of U.S. foreign and security policy. In doing so, it makes the connection between theories of international relations, as developed in the previous course, domestic sources of influence, and the

foreign and security policy traditions of the United States. Concepts such as Glen P. Hastedt's policy-making models are reviewed. The course also analyzes U.S. national security policy formulation procedures with emphasis on the interagency process and the organization and operation of the National Security Council (NSC). The influence of the military in national security policy formulation receives particular attention. The course introduces the U.S. Army War College methodology for developing strategy, and applying the elements of power to achieve national interests. **3 Credit Hours**

WAR AND MILITARY STRATEGY COURSE 532

This course is a study of military strategy and the military element of power. It emphasizes the fundamental nature and the evolving character of war and how conflict shapes strategic thought and military practice. The conclusions of classic and contemporary masters of strategic thought provide a point of departure for examining war and formulating military strategy for both today and the future. **3 Credit Hours**

DoD—ORGANIZATION, PLANNING AND STRATEGY COURSE 541

Course 541 provides the student, as a future leader in the strategic environment, with an understanding of the basic tenets and elements of U.S. military strategy. The course includes the interrelationships and issues that involve the Joint Strategic Planning System; the Joint Operations Planning and Execution System; and the DoD Planning, Programming and Budgeting System. The student gains a basic understanding of the affect of the Goldwater-Nichols Defense Reorganization Act of 1986 on the Department of Defense. The U.S. national military strategy is also studied. The material included in Course 541 is a logical follow-on to the lessons presented in Courses 501 through 532 and provides a significant background for second year studies. **3 Credit Hours**

FIRST RESIDENT COURSE: STRATEGIC LEADERSHIP IN A GLOBAL ENVIRONMENT COURSE 549

The First Resident Course provides the first year student with an opportunity to explore strategic leadership in the global environment through guest lectures and seminar interaction. It provides an opportunity to better understand the interrelationships between the five courses that make up the first year of studies. Of equal importance, this course transitions the DEP student into the second year of studies.

Resident instruction offers a number of activities for the Distance Education student. These include seminar discussions, case studies and exercises, lectures and an exposure to all of the unique resources that are offered at Carlisle Barracks. For example, activities such as staff rides and physical assessments are a part of the

program as are special noontime lectures. Students have an opportunity to visit and work in the USAWC Library and the Military History Institute. Equally important, the resident course allows DEP students to function in a War College seminar group and through the development of a seminar bond, create a second year seminar for online students as well as form associations that last for a lifetime. **3 Credit Hours**

REGIONAL STRATEGIC APPRAISALS Course 552

DDE Course 552 surveys current U.S. regional security policy. It will review and build on the National Security issues discussed in earlier courses and introduce students to major problems and issues confronting the global community. The course leads the student through a world assessment focusing on the principal characteristics of six major geographical regions and the regional perspectives by which these issues are viewed. After an analysis of U.S. Foreign Policy and identification of challenges to U.S. national interests on a global level, students identify U.S. regional interests, objectives and policies and apply political, economic, military and informational elements of power to shape the environment. Through facilitated sessions by regional experts and discussions by student groups, students will be able to demonstrate their knowledge of the regions. Faculty will also have the opportunity to evaluate student research and analytical skills. **3 Credit Hours**

JOINT AND MULTINATIONAL OPERATIONS I (THEATER STRATEGY) COURSE 562

Course 562 examines how to translate national strategic direction into theater strategy, campaign planning, and the organization of operations at the combatant command level. This course uses joint doctrine, recent historical case studies, and a practical application exercise to inculcate course concepts. Course 562 builds upon the national strategic direction concepts introduced in earlier courses, and sets the foundation for the study of joint operations in subsequent courses. Successfully completing Course 562 should prepare the student to understand critical processes and operations found in a combatant command. **3 Credit Hours**

JOINT AND MULTINATIONAL OPERATIONS II (OPERATIONAL ART AND CAMPAIGN PLANNING) COURSE 572

Course 572 continues the war fighting segment of the curriculum. The course reinforces the fundamentals of operational art and joint doctrine for campaign planning. Students will examine the employment of military forces to attain strategic and operational objectives through the design, organization and integration of theater campaigns. Students will gain an understanding of the fundamentals of campaign planning and learn how to prepare key elements of a joint force commander's estimate. This course uses historical case studies and an exercise to reinforce key concepts and

learning objectives. Course 572 continues the process of building upon war fighting concepts introduced in the previous courses. **3 Credit Hours**

JOINT AND MULTINATIONAL OPERATIONS III (PHASE IV TRANSITION OPERATIONS AND HOMELAND DEFENSE) COURSE 582

Course 582 continues the war fighting segment of the curriculum. The course continues the examination and application of operational art, oriented on Phase IV transition operations, Military Operations Other Than War and Homeland Defense. Students will examine the employment of military forces to attain strategic and operational objectives through the design, organization and integration of theater campaigns. This course uses historical case studies and a Campaign Exercise to reinforce key concepts and learning objectives. Course 582 continues the process of building upon war fighting concepts introduced in previous courses. **3 Credit Hours**

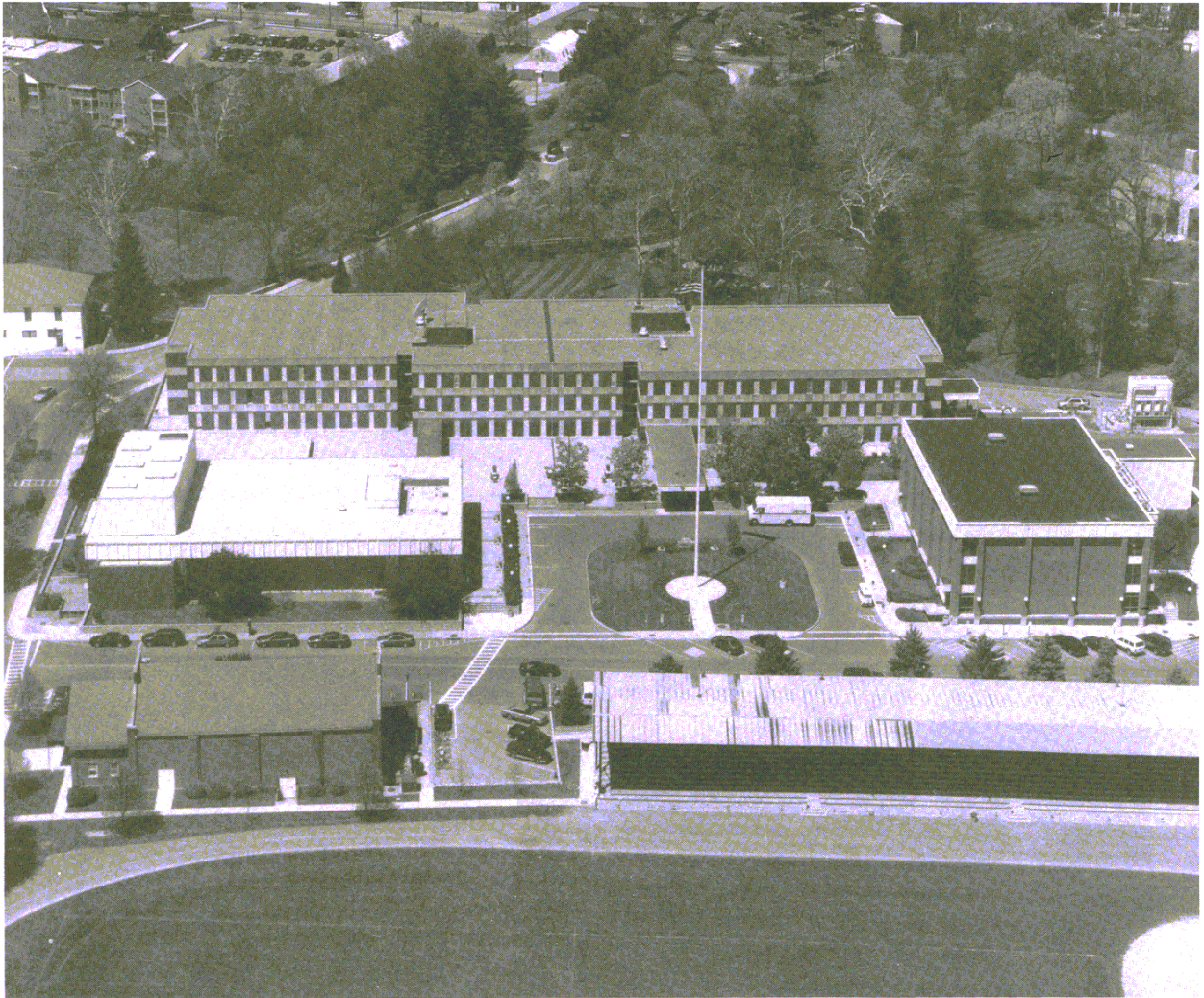
CRISIS EXERCISE COURSE 593

After completion of the DEP core curriculum, students will participate in a two week on-line crisis exercise. This scenario will be an extension of exercises that have been conducted throughout the program. As members of a theater staff or supporting agencies, students will create an adaptive, operational-level plan that reinforces course concepts, incorporates established and emerging doctrine and manages strategic ambiguity. On successful conclusion of the Crisis Exercise students will select one of several DEP electives focusing on a single area of interest that will help refine his/her knowledge and thinking in a particular field of study through a professional seminar centered on the subject. **3 Credit Hours**

SECOND RESIDENT COURSE: STRATEGIC LEADERSHIP IN CURRENT AND FUTURE WARFARE COURSE 599

Course 599: Strategic Leadership in Current and Future Warfare examines strategic leadership and the use of military forces in current and future warfare. In the process it causes students to access and discuss the current issues facing the defense establishment, understand the interaction of the elements of power across the spectrum of conflict, and expand knowledge of the planning process at the OSD/JCS/Combatant Command levels. Course 599 is designed to be the focal point of the Distance Education Program and builds upon and compliments the previous two years of instruction. Just as in the First Resident Course students attend expert lecturers by current military and civilian leadership, participate in seminar discussions, staff rides, case studies and exercises and exploit the full resources of the United States Army War College. **3 Credit Hours**

Aerial View: U.S. Army War College at Carlisle Barracks, Pennsylvania



SECOND RESIDENT COURSE: STRATEGIC LEADERSHIP IN CURRENT AND FUTURE WARFARE COURSE 599



The Second Resident Course allows students to apply knowledge and skills gained in preceding courses to examine strategic leadership and the use of military forces in current and future warfare. In the process it causes students to assess and discuss the current issues facing the defense establishment, understand the interaction of the elements of power across the spectrum of conflict, and expand knowledge of the planning process at the

OSD/JCS/CINC

levels. The Second Resident Course is designed to be the focal point of the Distance Education Program and builds upon and complements the previous two years of instruction. Students have access to expert lectures by current



military and political leadership, and the full resources of the USAWC campus.

Highlights of the Second Resident Course include a number of special activities including elective courses, a culminating exercise, special noontime lectures, and a formal Graduation ceremony, which is mandatory for all students.



ELECTIVE COURSES

Every student in the Distance Education Program is required to take an elective course. Electives provide students with instruction in a specialized subject which will build on the knowledge gained during the two year program and which will be either of personal or professional interest to the student. The list of offerings varies from year to year. Courses in the Elective Program are taught by USAWC faculty and are designed to provide the opportunity for greater depth of study with an expert in a specific area of study. Examples of courses that are traditionally offered follow.



Some of our DEP graduates, shown here with Stephen P. Riley, Colonel, U.S. Army, Retired, deservedly proud of their accomplishment.

Critical Thinking (COURSE 504). This course is designed to provide a greater understanding of critical reasoning and enhance critical thinking skills. The course will present and discuss the elements of critical thinking and the various critical reasoning techniques. Following each presentation, the students will complete an exercise and/or a project designed to demonstrate and apply critical thinking techniques.

Human Performance and Health and Fitness in the Army (COURSE 505). This course provides a review of selected factors that impact on the performance of individual soldiers. Among other topics, we will examine battlefield stress and sleep deprivation, physical fitness training and policy issues, training injuries and methods of injury prevention, Army weight standards, Army cardiovascular screening program, occupational physiology, and healthy backs and back injury prevention.

Civil War Strategy Exercise (COURSE 514). This course provides students an opportunity to apply to an historical case study the strategic concepts they have learned in their two years of study. It presents them with the situation in the United States in mid-1861 and allows them to derive from the policies of the Federal and Confederate governments the military objectives, strategic concepts, and resource requirements to fight a major war. Students will also develop military advice on the application of the other elements of national power to secure national objectives.

The Military Officer and the Media (COURSE 507). This course examines the senior military officer's relationship with the media. It includes the media's legitimate demands on officers and the military services and the functions that Public Affairs Officers perform in support of missions and military organizations.

The European Campaign: The Ardennes Offensive (COURSE 518). This course supplies a brief survey of strategy and senior leadership during the European campaign and then focuses on Hitler's Ardennes Offensive. It includes an overall history of the offensive and lessons learned in the areas of strategy, planning, leadership, and resourcing the force.

Weapons of Mass Destruction (COURSE 597). The course is designed to provide the student with a basic understanding of strategic and operational WMD and the current debate over their control/employment. Included in the course material are topics such as counter-proliferation and non proliferation issues, increasingly sophisticated means of delivery, of largely NBC weapons.

Army After Next (COURSE 594). Army After Next (AAN) is a special USAWC program whose purpose is to explore the broad trends that are expected to shape the national security environment in the 2025 time frame, and to develop a variety of future Army configurations in support of these alternatives. AAN is to be a continuing, wide ranging, unconstrained research effort whose ultimate purpose is to inform the Army's leadership of what alternatives are plausible and why.

The Diplomatic Art (COURSE 513). This course uses case studies in diplomacy and negotiation to examine the historical practitioner approach to U.S. strategic interests. The cases studied will be related to U.S. national security interests and many will have involved political-military issues. The format of the course will be lectures, some research and student-led seminar discussions.

Future Warfare (COURSE 593). This course is in some respects an extension of concepts introduced in earlier courses, such as Courses 512, 522, 541, and 592, and engages the student in the concepts of warfare in the 21st century. The course will describe discuss and assess the joint and service concepts and emerging doctrines for warfare in the near future. Maximum use of joint and service publications related to future warfare will be stressed.

Information Operations (COURSE 596). This course addresses the execution of Information Operations (IO) to achieve Information Superiority as a critical component of Joint Vision 2020. The doctrinal constructs of IO and the organizational structures available to support the Combatant Commander will be considered and evaluated. Finally, the IO planning process, as a critical component of the overall Military Decision Making Process, will be analyzed and applied in a realistic scenario.

Logistics Issues for the 21st Century (COURSE 592). This course requires students to examine the critical issues to be faced in logistics support in the next century. Topics include: downsizing, reengineering of the military force structure, a reshaped

international defense industrial base, privatization and outsourcing of logistical functions, service Title 10 functions, the role of the Unified CINCS, the necessity of the revolution in military logistics, and the technological potential to reshape military logistics support. All of this will be done in the context of the information revolution, Force XXI, the Army After Next, the focused logistics of Joint Vision 2010, and the revolution in military affairs.

Human Relations and Diversity (COURSE 503). Students will learn about individual and group values, behavior, attitudes and group conflict in society and the Armed Services today. Students will be provided the tools to leverage the diversity within their organizations to insure a successful team. They will be provided basic information on various cultural relationships that exist within American Society and the United States military. The case study method will be used throughout the course.

Theater Strategy and Campaign Planning (COURSE 575). This course provides the Army War College student with another opportunity to apply strategic and operational art, joint doctrine and campaign planning. Emphasis is on theater, national and multinational strategy; operational art; and the synchronization and integration of joint forces and functions for a regional conflict. The course promotes interaction among students and faculty concentrating on the integration of service and support systems.

Military Strategists: Past and Present (COURSE 512). This course is designed to provide a greater understanding of the theory and application of military strategy than afforded by the core curriculum. The course will enable students to further analyze and assess the strategic thought of classical and contemporary military strategists.

Special Operations Forces (SOF) (COURSE 565). This course is designed to provide an overview of special operations, missions, weapons systems, and command structure. A secondary objective for the course is to educate the student on how to access and employ SOF forces from a CINC's staff prospective. The course will look at case studies demonstrating the need for specialized missions. Students will participate in student-led seminar discussions and be assigned case studies to brief and lead discussion.

INDEPENDENT STUDY PROGRAMS COURSE 599

Three separate optional programs are available to Distance Education students during the two year program. DEP students may be considered for one of these programs but authorization to participate in independent research and study is more of an exception, than the rule. The programs and procedures for applying are as follows:

Independent Research and Study Course (IRSC). An Independent Research and Study Course is an elective course of study offered to selected students in lieu of a regular curriculum course. Students may request an IRSC as an alternative if they can document superior competency in the subject matter of a regularly scheduled course; have identified an alternative independent course of research and study that enables

them to make a significant and more meaningful contribution to the body of knowledge in the subject area of a course; or can not attend one of the scheduled resident curriculum courses. An IRSC should:

- a. Be of relevance to national security issues or will relate to the conduct of war on the theater or above level.
- b. Center on senior leadership issues, theoretically or historically.
- c. Provide insights into regional issues.
- d. Meet the written standards of the U.S. Army War College for written work and be of graduate level quality in substance and form.

Student papers that have successfully met these standards will be reviewed by faculty for a USAWC sponsored writing award. In addition, selected students are encouraged to forward their papers to various publications for possible publication.

Division Command Lessons Learned. Beginning with the Class of 1996, DEP students were given the opportunity to participate in the Division Command Lessons Learned (DCLL) program. The DCLL provides a unique opportunity to learn about Strategic Leadership through interviewing actual senior leaders. This program is executed by USAWC/Military History Institute (MHI) under the staff supervision of ODCSOPS. DCLL interview questions are supplied by DCSOPS and give DEP students the opportunity to interview active duty or reserve component Army officers on subjects relating to training, organization field operations, leadership, and ethics. Students may apply for participation in this during the spring of their first academic year and will be selected based on their academic performance and geographical proximity to the officers which MHI wants to interview. MHI provides equipment for interviewers and has transcripts typed and edited. Students who complete this program will receive credit for one of the second year courses.

Senior Officer Oral History Program. The Senior Officer Oral History program is offered to both resident and nonresident students and is administered through the Military History Institute. The purpose of this program is to record the detailed histories of key senior leaders by using USAWC students as interviewers. Like the DCLL, this program provides students a unique opportunity to interview a senior leader and, at the



One of the DEP Class of 2004 Writing Awards being presented.

same time, contribute to the Army's history program. A slate of senior officers to be interviewed is developed by MHI, though students may propose key officers, and MHI will work with students in the preparation of interview questions. Application procedures are identical to that of the DCLL program and constructive credit for a second year course is also awarded for this program.

EDUCATIONAL TRIPS/STAFF RIDES

During the Resident Courses all Distance Education Program (DEP) students have the opportunity to participate in scheduled instructional activities outside the classroom. During the First Resident Course most DEP students will participate in a one day trip which focuses on the Maryland Campaign of 1862. A small group will go to Washington, DC. on a trip that is designed to give students the opportunity to interface with Department of State and other officials, providing a better understand of the interagency world. In addition, students in small group sessions have the opportunity to better understand the joint arena. A second activity is offered by the staff ride program. Staff rides have long been a part of officer professional education in the U.S. Army and are integrated into the Distance Education Program as a part of the required instruction program. Staff rides to Antietam and Gettysburg allow officers to study leadership and strategy of the North and South in two significant Civil War campaigns. Although terms such as operational and strategic centers of gravity, decision points, and culminating points were not in the common military lexicon of that time, students will use these modern concepts to analyze senior leadership and military art in selected campaigns.



campaign on the banks of Antietam Creek.

Antietam Staff Ride. This optional Staff Ride is scheduled during the First Resident Course. It permits students to consider this battle, which occurred on September 17, 1862, as a part of Robert E. Lee's first campaign into the North. Thus, students will review and assess senior leadership on the battlefield at the Battle of South Mountain, the siege of Harper's Ferry, and the culminating battle of the

Gettysburg Staff Ride. Scheduled as a week day instructional activity during the Second Resident Course, the staff ride to Gettysburg gives the DEP student the opportunity to study Lee's second and last major campaign into the North. It encourages students to consider Lee's and Jefferson Davis' strategy to wage a successful campaign and possibly affect the course of the war.





DEPARTMENT OF DISTANCE EDUCATION

ADMINISTRATION

CLAYTON K. (CLAY) CHUN

Office: (717) 245-3121

Fax: (717) 245-3584

e-mail: clayton.chun@carlisle.army.mil

Professor Clay Chun serves as Chairman of the Department of Distance Education. Prior to his appointment, he was a Professor of Economics for the Department of National Security Studies at the U.S. Army War College. He has a Bachelor's Degree in Business from the University of California, Berkeley; a Master's degree in Economics from the University of California, Santa Barbara; and a Ph.D. in Public Policy Analysis from the RAND Graduate School. He is a graduate of the Command and General Staff College at Fort Leavenworth, Naval War College and the Air War College.

Dr. Chun is a retired Air Force Officer with 22 years of active duty service, beginning his career in the missile operations field. He served in a number of positions including Space Shuttle Planning Manager, Vandenberg AFB, Assistant Professor at the U.S. Air Force Academy, Senior Economist for the Secretary of the Air Force, Joint Planner, Strategy Division, Chief of Staff of the Air Force, Assistant Dean, School of Advanced Airpower Studies, Maxwell AFB, and Commander, 34th Education Squadron, Colorado Springs. He is the author of numerous publications on national security and economic issues. Dr. Chun is the current holder of the General Hoyt Vandenberg Chair of Aerospace Studies.

SAMUEL (SAM) J. NEWLAND

Office: (717) 245-3121/3540

Fax: (717) 245-3584

e-mail: samuel.newland@carlisle.army.mil

Samuel J. Newland is Professor of Military Education in the Department of Distance Education. He is a graduate of Evangel College and of Pittsburg State University where he received his Bachelor's and Master's Degrees in history respectively. He received a Masters in Philosophy and a Ph.D. in History from the University of Kansas. He is a graduate of the Command and General Staff College at Ft. Leavenworth and of the U.S. Army War College.

Dr. Newland is a life long educator and historian. He has taught middle school, high school, college and for 8 years served as the director of a state Community College system. He is the author of numerous books and articles on modern German history, military history, and modern military firearms. He also served in the Kansas Army National Guard, on active duty with the U.S. Army, and is a retired Pennsylvania Army National Guard officer. Before his retirement from the Guard, he was a Military Intelligence officer and a military historian. Prior to accepting a position with the Department of Distance Education, he was an analyst with the Strategic Studies Institute. Dr. Newland is the current holder of the General Colin Powell Chair of Military and Strategic Studies.

KEVIN P. REYNOLDS
Office: (717) 245-3424/4996
Fax: (717) 245-4570

e-mail: kevin.reynolds@carlisle.army.mil

Colonel Reynolds is the Department's Director of First Year Studies. He holds a Bachelor of Arts Degree in Philosophy from the University of Illinois—Chicago, and a Master of Arts in International Relations from St. Mary's University—San Antonio, TX. He received a Ph.D. in International Relations from Temple University. He is a graduate of the U.S. Army Command and General Staff College and the U.S. Army War College.

COL Reynolds is an Infantryman with 32 years of service. He has held numerous command and staff positions both in CONUS and overseas. Highlights of his career include assignments as a Battalion Commander; Brigade Executive Officer; Chief of Plans, 3d U.S. Army Forward Command Post; Corps Plans Officer, XVIII Abn Corps; Division G3, Chief of Current Operations; Brigade Operations Officer; Battalion Operations Officer; and as an Observer Controller at the National Training Center and the Battle Command Training Center.

STEVEN M. LEMONS

Office: (717)245-3423/3983

FAX: (717) 245-3584

e-mail: steven.lemons@carlisle.army.mil

Colonel Steven M. Lemons is the Director Second Year Studies and a career active duty Military Intelligence officer. He has a Bachelor of Arts degree in English from the University of Wisconsin, a Master's degree in Political Science from Auburn University and additional graduate degrees from the Joint Military Intelligence College, and the Army War College. He received his Ph.D. in World Politics from Catholic University. COL Lemons is a graduate of the Air Command and Staff College, Armed Forces Staff College and the U.S. Army War College.

COL Lemons has served the U.S. Army for over 30 years in tactical, operational and strategic intelligence assignments throughout the Army and NATO. He has held key positions within the Army Security Agency, the Intelligence and Security Command (INSCOM), and the National Security Agency. He has extensive joint experience in several lower command positions including J-2 Provide Comfort, J-3 (OPNS) at LANDCENT and J-3 (OPNS) UNPROFOR in Sarajevo. Prior to attending the U.S. Army War College and subsequently joining the USAWC faculty, he was Commander of the 205th Military Intelligence battalion at Fort Shafer, Hawaii and Deputy Brigade Commander of the 703rd MI Brigade, Kunia, Hawaii.

MARK T. FETTER
Office: (717)245-4265
FAX: (717)245-3352
e-mail: mark.fetter@carlisle.army.mil

Lieutenant Colonel Mark T. Fetter serves as the Director and course author for the pre-MEL-1, Defense Strategy Course (DSC) and Director, Instructional Support Group (ISG) for the Department of Distance Education. He holds a Bachelor of Science degree from Shippensburg University and a Masters of Business from Touro University.

LTC Fetter is a Career Functional Area (CFA) 59 Plans and Strategy officer. His most recent assignment was a four year tour in Korea as the plans and strategy officer in the Combatant Commanders Initiatives Group, United Nations Command (UNC), Combined Forces Command (CFC), United States Forces Korea (USFK). He has served tours in Germany, Honduras, Ft Knox KY, Aberdeen Proving Ground MD, and Washington D.C.



DEPARTMENT OF DISTANCE EDUCATION

FACULTY

WILLIAM J. BLANKMEYER

Office: (717) 245 3101

FAX: (717) 245-4570

e-mail: william.blankmeyer@carlisle.army.mil

Colonel (USA, Retired) William Blankmeyer is a contract instructor for the Department of Distance Education, U.S. Army War College. Prior to his retirement he was Director of Regional Studies and a career Armor officer. He received his Bachelor's from the U.S. Military Academy, a Master's in Applied Psychology from Pennsylvania State University, and a Master's in Social Psychology from the University of Virginia. He is a graduate of the Command and General Staff College and a 1998 Graduate of the U.S. Army War College.

COL Blankmeyer served as a career active duty Army officer for 27 years. He served the nation in a number of capacities from platoon leader in a tank company to Brigade Commander. He has served on the instructional staff at both the U. S. Military Academy and the U.S. Air Force Academy. Immediately prior to his assignment at the U.S. Army War College, he was Brigade Commander of the 1st Armor Training Brigade at Fort Knox.

DONALD (DON) W. BOOSE, JR.

Office: (717) 245-3423/3588

FAX: (717) 245-3584

e-mail: donald.boose@carlisle.army.mil

Colonel (USA, Retired) Don Boose is a contract instructor, Department of Distance Education, U.S. Army War College. He holds a Bachelor of Arts degree from Cornell University and a Master's Degree in Asian Studies from the University of Hawaii. He is a graduate of the Command and General Staff College and the Army War College.

COL Boose completed a 30-year career in the U.S. Army as an Infantry Officer and a Northeast Asia Foreign Area Officer, serving in Vietnam, Korea, and Japan and in the positions of Secretary, United Nations Command Component of the Military Armistice Commission in Korea and Assistant Chief of Staff, J-5 (Chief of Strategic Plans and Policy), U.S. Forces Japan. He taught on the faculty of the Command and General Staff College and the Army War College, where he was Director of Asian Studies prior to his retirement from active duty in 1992.

CHRISTOPHER J. BOLAN

Office: (717) 245 3592

Fax: (717) 245 4570

e-mail: christoper.bolan@carlisle.army.mil

COL Bolan is an active duty Army officer who serves as Director of Force Planning. He received a bachelor's degree in engineering from the U.S. Military Academy, a Master of Arts in Arab Studies from Georgetown University and is currently completing his Ph.D. in International Relations at Georgetown University. He is a graduate of the Command and General Staff College and completed the U.S. Army War College as a Senior Service College Fellow at Georgetown University.

COL Bolan was originally commissioned as an infantry officer but he has spent the majority of his career as an intelligence officer or a Middle Eastern FAO. He served as a tactical intelligence officer for the 101st Airborne, as an instructor at the U.S. Army Intelligence School at Ft. Huachuca and as Intelligence Team Chief for the Balkans Task Force, J2, Joint Chiefs of Staff. Prior to beginning his Ph.D. studies at Georgetown, he was senior policy advisor and analyst on Middle East and South Asia Policy for Vice Presidents Gore and Cheney.

CLARENCE (LARRY) BOUCHAT

Office: (717)245-3423/4810

FAX: (717)245-4570

E-mail: clarence.bouchat@carlisle.army.mil

Lieutenant Colonel Clarence Bouchat is a U.S. Air Force Officer assigned to the Army War College. He serves as the Department of Distance Education's Director, Theater Operations Studies. He is a rated Weapons Systems Officer in the RF-4 and F-111. A graduate of the U.S. Air Force Academy with a Bachelor of Science in Geography, Lt Col Bouchat received his Master of Science degree in Systems Management from the University of Southern California. Lt Col Bouchat has completed Squadron Officer School, Air Command and Staff College, and the Air War College.

Lt Col Bouchat has held a variety of assignments in aviation, Security Assistance, education, and command and control of airpower. His service includes overseas tours of duty in Germany, Japan, the United Kingdom, Korea, and Malaysia. He was part of the Central Command Air Forces Air Operations Center (AOC) that executed Operation ENDURING FREEDOM in Afghanistan. Prior to his arrival at the Army War College, Lt Col Bouchat served as the Commander, 607th Combat Plans Squadron in 7th Air Force's AOC at Osan Air Base, Korea.

CHARLES B. BRESLIN
Office: (717) 245-3423/3994
FAX: (717) 245-4570

e-mail: charles.breslin2@carlisle.army.mil

Colonel Breslin serves as the Department's Director of Joint Forces and Doctrine and is an aviation officer. A graduate of the U.S. Military Academy, he received a Master's degree in Strategic Studies from the Naval War College, and a Master's degree in Public Administration from Pennsylvania State University. Colonel Breslin is also a graduate of the U.S. Army Command and General Staff College at Ft. Leavenworth and the U.S. Army War College where he received a Master of Strategic Studies Degree.

COL Breslin is a career Aviation officer who has held a variety of command and staff assignments that includes both joint and DA staff experience. His service includes overseas tours of duty in Korea, Japan, Bosnia and Alaska. Prior to his arrival at the Army War College, COL Breslin served in an AC/RC assignment with the 78th Training Support Division, Edison, New Jersey

MARLAND J. (BURCK) BURCKHARDT

Office: (717)245-3424/4190

FAX: (717)245-4570

e-mail: marland.burckhardt@carlisle.army.mil

Colonel (USMC, Retired) Marland J. Burckhardt is a contract instructor for the Department of Distance Education, U.S. Army War College. Prior to retirement he was the Director of Leadership Development, DCLM, USAWC. COL Burckhardt has Bachelor's degrees in Political Science and Secondary Education from the University of Minnesota and a Master's degree in Human Resource Management from the University of Utah. His professional military education includes Infantry and Military Intelligence basic courses, Military Intelligence advanced course, Ranger and Special Forces Courses, Army Command and General Staff College, and the U.S. Army War College.

COL Burckhardt served in a variety of infantry, special operations, and military intelligence positions to include G2 XVII Airborne Corps during Desert Shield/Storm. He commanded Military Intelligence and Recruiting Battalions and a Military Intelligence Brigade. He served as a Special Forces intelligence officer in Vietnam.

ROBERT (BOB) H. CLEGG

Office: (717) 245-3424/4371

FAX: (717) 245-4570

e-mail: robert.clegg@carlisle.army.mil

Dr. Clegg is a contract instructor at the U.S. Army War College, Department of Distance Education. He received his Bachelor's degree from the University of Rhode Island, a Master's degree from the University of Wisconsin and a Ph.D. in geography from the University of Maryland. He is a 1990 graduate of the Army War College.

Dr. Clegg is a retired active duty Colonel with 24 years of military service. He is a veteran of both the Vietnam and Gulf wars. He has commanded at the LTC and COL levels, and has had two joint assignments. His teaching experience includes assignments at the U.S. Military Academy, the University of Maryland, the Armed Forces Staff College, the Marine Corps Command and Staff College, and the American Military University. Since his retirement from active duty he has held both Federal Civil Service and government contract positions.

RUTH B. COLLINS

Office: 717-245-3607

FAX: 717-245-4570

email: ruth.collins@carlisle.army.mil

Ruth B. Collins (Colonel, USA, Retired) is a contract instructor for the Department of Distance Education, U.S. Army War College. She holds a B.S. degree from the University of Kentucky and a M.A. degree from Pepperdine University. She is a graduate of the U.S. Army Command and General Staff College, the Armed Forces Staff College, and the U.S. Army War College. She is a 2003 graduate of the Pennsylvania Education Policy Fellowship Program.

COL Collins completed a 30-year career in the U.S. Army as an Adjutant General Corps officer. She served in a variety of command and staff assignments and was a fully-qualified Joint Specialty Officer. She served overseas in Thailand, Germany, and Bosnia. For four years prior to retirement, she taught on the faculty of the Army War College with the Department of Command, Leadership, and Management. At the time of her retirement, she was the holder of the George C. Marshall Chair of Military Studies.

JOHN DABROWSKI
Office: (717) 245-3424
FAX: (717) 245-4570

email: john.dabrowski@carlisle.army.mil

Colonel John Dabrowski is a course evaluator and faculty instructor in the Department of Distance Education. He received his Bachelor of Arts degree in History from East Stroudsburg University, East Stroudsburg, PA, a Master of Arts in History from East Stroudsburg and a Ph.D. degree in History from Kent State University, Kent, Ohio. He is a graduate of the U.S. Army Command and General Staff College. He is a 2002 graduate of the U.S. Army War College with Masters of Strategic Studies.

COL Dabrowski is a Civil Affairs officer who has served the nation for 27 years on active duty, with the PAARNG and the Army Reserve. He held positions in the 11th Infantry, in signal and MI units, but has spent most of his military career in the military educational arena including as Assistant Professor of Military Science at Dickinson College and as an adjunct Professor at U.S. Army Command and General Staff College. Most recently he was mobilized under operation Enduring Freedom to U.S. EUCOM in Germany.

THOMAS DOMBROWSKY
Office: (717) 245-3423/3573
FAX: (717) 245-4570
e-mail: thomas.dombrowsky@carlisle.army.mil

Lieutenant Colonel (USA, Retired) Thomas Dombrowsky is a contract instructor for the Department of Distance Education, U.S. Army War College. He received his Bachelor's degree in Secondary Education (Social Studies) from the University of Rhode Island and a Master's degree in American History from Morgan State University. He is a graduate of the Command and General Staff College, the Armed Forces Staff College and the U.S. Army War College.

LTC Dombrowsky is a retired active duty Army infantry officer with 25 years of military service. He served tours in Vietnam, Germany and Japan and has held a variety of command and staff positions. He has had considerable teaching experience in both military and civilian institutions. Prior to his retirement from active duty, he was Director of Military History in the Department of National Security and Strategy. Since his retirement he has held teaching and administrative positions with Gettysburg College, including with the Gettysburg Leadership Experience.

KEVIN P. DOWLING
Office: (717)245-3574
Fax: (717) 245-4570

E mail: kevin.dowling@carlisle.army.mil

Captain Kevin P. Dowling is Director of Naval Strategic Studies and the author of course 522, National Security Policy and Strategy. He received his Bachelor of Science Degree in Physical Science from Washington State University and a Master of Arts degree in National Security and Strategic Studies from the Naval War College. He also completed numerous professional military schools during his career.

Captain Dowling is a career naval aviator with over 4500 hours in various fixed wing and rotary aircraft during his 28 years of service. Among his various operational assignments are Commander, Helicopter Combat Support Squadron SIX (HC-6) in Norfolk, VA and Officer-in-Charge of two deployed aviation detachments in HC-11 in San Diego, CA. He has held a variety of staff assignments in Washington DC and in Europe. Prior to joining the Army War College faculty, Captain Dowling represented the Joint Staff as the naval planner on the staff of the U.S. Delegation to the Military Committee in NATO headquarters Brussels, Belgium. Captain Dowling is the current holder of the William F. Halsey Chair of Naval Studies.

ANDREW C. GRIMES

Office: (717) 245-3423/3591

FAX: (717) 245-3584

e-mail: andy.grimes@us.army.mil

Colonel Grimes is the course director of both Resident Courses for the Department of Distance Education. He is a USAR AGR faculty instructor in the Department of Distance Education. He received his Bachelor of Science degree in Biology from Campbell University, Buies Creek, North Carolina, a Bachelor of Arts degree from the University of Kentucky and also a Masters of Art from the University of Kentucky. He is a graduate of the U.S. Army Command and General Staff College and the U.S. Army War College.

Colonel Grimes is an Armor officer serving in the USAR-AGR program with 25 years of Active and Reserve duty service/experience. His previous assignments include service with the 2d Squadron, 6th Cavalry, the U.S. Army Armor Center, 90th ARCOM, 100th Division (Institutional Training), HQs TRADOC, DCST-Directorate of Individual Training, HQs USAREUR DCSOPS-Exercises as the Overseas Deployment for Training Program Manager and the Deputy Chief of Staff, Operations 7th ARCOM, Schwetzingen, Germany.

JEFFREY GROH
Office: (717) 245-3423/3587
FAX: (717) 245-3584
e-mail: jeffrey.groh@carlisle.army.mil

Jeffrey Groh is a retired Army officer who is the Professor of Information and Technology in Warfare. Dr. Groh received his Bachelor's degree from the U.S. Military Academy and a Master's degree in National Security Affairs from the Naval Postgraduate School. He has a doctorate in Information Systems and Communications from Robert Morris University.

He served the majority of his operational assignments in 11th, 3rd, and 2nd Armored Cavalry Regiments. He was the executive officer, 1st Squadron 3rd ACR during Desert Shield and Desert Storm. He commanded 2nd Squadron 2nd ACR. COL Groh also served as the Team Chief for the Foreign Area Officer Branch at the U.S. Army Human Resource Command. He served as the Deputy Division Chief, J-5 NATO Policy Division in the Office of the Joint Chiefs of Staff.

JAMES (JIM) F. HOLCOMB, JR.
Office: (717) 245-3424/4915
FAX: (717) 245-4570
e-mail: James.Holcomb@carlisle.army.mil

Colonel (USA, Retired) Jim Holcomb is a contract instructor for the Department of Distance Education, U.S. Army War College. He holds a BS degree from the U.S. Military Academy and an MA degree in Russian Studies from Georgetown University. He is a graduate of the Command and General Staff College, the U.S. Army Russian Institute and the Army War College.

COL Holcomb completed a 30 year career in the U.S. Army as an Infantry Officer, Special Forces Officer and a Russian/East European Foreign Area Officer. He served in a variety of command and staff positions to include overseas assignments in Germany, Korea, UK and Belgium. His final assignment in Belgium was as Chief of the Permanent Staff of the NATO Partnership Coordination Cell. He taught on the faculty of the U.S. Army War College in the Department of National Security and Strategy for the five years prior to his retirement in 2002.

JEFFREY (JEFF) F. JOHNS
Office: (717) 245-3424/4232
FAX: (717) 245-4570
e-mail: jeff.johns@carlisle.army.mil

Colonel Jeff Johns is Director of Leadership and Management. He received his Bachelor of Science Degree from Appalachian State University and Master's Degree in Computer Resource and Information Management from Webster University. He is a graduate of the U.S. Army Command and General Staff College and the U.S. Army War College.

COL Johns is a Military Police officer with over 25 years of service. He commanded from company through battalion levels in CONUS, and overseas in Germany and Bosnia. He has also held a variety of staff positions to include Chief of Plans, U.S. Army Europe Provost Marshal Office, Chief of Plans and Policy, Joint Security Directorate, U.S. Central Command, and Provost Marshal, U.S. Central Command. Prior to joining the Army War College faculty, Colonel Johns was assigned to the Office of the Inspector General, U.S. Central Command.

DENNIS E. KELLER
Office: 717-245-3424/4859
FAX: 717-245-4570
e-mail: dennis.keller@carlisle.army.mil

Colonel (USA, Retired) Dennis E. Keller is a contract instructor for the Department of Distance Education, U.S. Army War College. He received his Bachelor of Arts degree in International Politics from Pennsylvania State University, and a Master of Science in Foreign Service from Georgetown University. He is a graduate of the Inter-American Defense College, the Armed Forces Staff College, and the U.S. Army Command and General Staff College.

COL Keller is an Infantry and Foreign Area Officer who retired after 30 years of service. Immediately prior to retirement, he served for two years as a Faculty Instructor with the Army War College where he was the Director of Americas Studies and taught National Security and Strategy as well as the Regional Strategic Appraisal Americas. COL Keller served numerous tours throughout the Americas to include assignments as the Commander of the U.S. Military Group in La Paz, Bolivia, and the Defense and Army Attaché in Guatemala City, Guatemala.

CHARLES KRUPNICK
Office: (717) 245-3424/3582
FAX: (717) 245-4570

e-mail: charles.krupnick@carlisle.army.mil

Dr. Charles A. Krupnick is Professor of National Security Studies, Department of Distance Education and course author for Course 512, International Relations and the Use of Power. He received a Bachelor of Science degree from the U.S. Naval Academy and Master of Arts and Ph.D. degree in Foreign Affairs from the University of Virginia. He also completed numerous professional military schools during his career. Professor Krupnick completed a 20-year career in the U.S. Navy as a nuclear submarine officer, including a tour as Commanding Officer of the *USS James Madison (SSBN 627)*. Following his military service, he completed his Doctorate at the University of Virginia and served as an Arms Control and Security Fellow at the U.S. State Department. He previously taught at the University of Memphis. Prior to his appointment at the Army War College he was Professor, Military Strategic Studies at the U.S. Air Force Academy. Dr. Krupnick is the current holder of the General Maxwell D. Taylor Chair of the Profession of Arms.

SUSAN (SUE) R. MYERS

FAX: (717) 245-4570

e-mail: susan.myers@carlisle.army.mil

Colonel Myers is Director of Leader Management Studies for the Department of Distance Education. She received her Bachelors degree from Penn State and Masters of Business Administration from National University. She is currently completing a Doctorate in Public Administration at The Pennsylvania State University. She is a graduate of the U.S. Command and General Staff College and the U.S. Army War College where she received a Masters of Strategic Studies.

COL Myers is an Engineer Officer with 23 years of service. She commanded the 554 Engineer Battalion and served as Executive Officer of the 1st Simulations Exercise Group, 78th Training Division. She also served as the Director, Base Realignment and Closure (BRAC) at Ft. Leonard Wood; Project Manager in the Los Angeles District, U.S. Army Corps of Engineers; and Company Commander, 94th Engineer Battalion in Germany. She is married to COL Harry Greene and they have two children.

DWIGHT RAYMOND
Office: (717) 245-3585
FAX: (717) 245 3584

e-mail: allen.raymond@carlisle.army.mil

Colonel Dwight Raymond is a U.S. Army Infantry Officer assigned as an instructor to the Department of Distance Education. He received his Bachelor of Science degree from the United States Military Academy, and a Master of Public Management (Security Studies) from the University of Maryland, School of Public Affairs. He is a graduate of the U.S. Army School of Advanced Military Studies and the U.S. Army War College.

COL Raymond's last assignment was in Korea as the Chief of Plans, Combined Forces Command and United Nations Command C-5/U-5. He has also served with the 2nd Infantry Division, the 24th Infantry Division (Mechanized), the National Training Center, and the faculty at the United States Military Academy.

Eugene (Gene) Smith
Office: (717) 245-3585
FAX: 245 3584
e-mail: eugene.smith@carlisle.army.mil

Colonel Gene Smith is Director of Special Operations Forces and Doctrine for the Department of Distance Education. He received his Bachelor of Arts in Business Management from Mississippi State University and a Master of Arts in Management from Webster University. He is a graduate of the U.S. Army Command and General Staff College, the Armed Forces Staff College and the U.S. Army War College, where he received a Master's of Strategic Studies.

Colonel Smith is an artillery officer with 24 years of military service. Highlights of his career include command of the Headquarters Battalion at Fort Belvoir, Virginia and serving on the Joint Staff and at U.S. Central Command. Overseas assignments include Germany, Hawaii, Kuwait/Iraq. Prior to his assignment as a War College faculty member he was Deputy Chief, Deep Operations and Effects Cell, Coalition Forces Land Component Command during the planning and execution of Operation Iraqi Freedom.

RICKY STREIGHT
Office: (717) 245-3424
FAX: (717) 245-4570
e-mail: ricky.streight@carlisle.army.mil

Colonel Streight is a course evaluator and Faculty instructor in the Department of Distance Education's First year studies. He holds a Bachelor of Science in Mathematics from Central State University in Oklahoma, a Master of Science Degree in Computer Science from West Coast University in Los Angeles, and a PhD in Higher Education from the University of Oklahoma. He is a graduate of the U.S. Army Command and General Staff College and holds a Master's of Strategic Studies from the U.S. Army War College.

COL Streight is an engineer with over 24 years of service. Highlights of his career include command of the 45 Support Group (Provisional), commander of the 45 Rear Operations Center, Commander of the Selective Service System Detachment for the Oklahoma Army National Guard and Director of the Selective Service System of Oklahoma. An Army Reserve Officer, COL Streight is Dean of Academic Affairs at Ivy Tech State College-Wabash Valley.

PHILLIP THOMPSON
Office: (717) 245-3424/4167
FAX: (717) 245-4570
e-mail: phillip.thompson@carlisle.army.mil

Colonel (USAF, Retired) Phil Thompson is a contract instructor for the Department of Distance Education and the Department of National Security and Strategy, U.S. Army War College. He has a Bachelor's degree from the College of Wooster and a MA in Government and Politics from the University of Maryland. He is a graduate of the U.S. Air Force Command and Staff College and the U.S. Army War College.

COL Thompson is a signals intelligence officer with 30 years of Air Force service including four joint tours. Overseas assignments included tours in Vietnam, Germany, Greece, Pakistan, and Poland. He commanded the 6931st Electronic Security Squadron and served as the Air and Defense Attaché in Poland. He also served as the Director of Intelligence Policy, Programs and Resources at HQ USAF where he was a member of the Air Staff Board and represented the Air Force on the National Foreign Intelligence Board. He concluded his military career by serving five years as the first Air Force officer to be integrated into the U.S. Army War College's Department of National Security and Strategy.

DENNIS TURNAGE
Office: (717) 245 4798
FAX (717) 245 4570
e-mail: dennis.turnage@carlisle.army.mil

Colonel Turnage is the Course Author for War and Military Strategy in the Department of Distance Education. He received a Bachelor of Science Degree in Business Administration, with a minor in Economics from Winston Salem State University – North Carolina. He is a graduate of the U.S. Army Command and General Staff College and the U.S. Army War College, where he received a Master's of Strategic Studies.

COL Turnage is Ordnance (ammunition) Officer and a multifunctional logistician with over 19 years of service. He held command positions from company through brigade level in CONUS and overseas. He commanded a direct support ordnance company at Fort Riley, KS and in Saudi Arabia. He served as a deputy brigade commander of a deployment support brigade in the 63rd Regional Readiness Command. Prior to attending the U.S. Army War College, he commanded the CONUS Replacement Center, Fort Benning, GA. COL Turnage has also served in a variety staff positions: Operations Officer, Ammunitions Support Point Three (ASP3), V Corps; Material Officer, 19th Corps Support Command, V Corps; Missile & Munitions Division Chief, 1st Corps Support Command; Marketing Officer, Third Region Reserve Officer Training Command (ROTC); Team Leader/ Instructor and Officer Development Branch Chief, Missile & Munitions School and Center, Redstone Arsenal and a brigade S-4, 1394th Deployment Support Brigade.

TERRENCE (TERRY) M. WALLACE
Office: (717) 245-3423/4366
FAX: (717) 245-3584
e-mail: terrence.wallace@carlisle.army.mil

Colonel (USA, Retired) Terry Wallace is a contract instructor for the Department of Distance Education, U.S. Army War College. He has a Bachelor's degree in Management from Niagara University and an MBA from Fairleigh-Dickinson University in Personnel Administration.

COL Wallace was an Armored Cavalry Officer with 30 years of Army service. He served in the 2nd and 11th Armored Cavalry Regiments and commanded the 1st Squadron 9th Cavalry in the 1st Cavalry Division. He served on exchange to the New Zealand Army for two years and was the U.S. Army Attaché to Australia, New Zealand and Papua, New Guinea for three years. His instructor experience includes two years in the Department of Tactics, at the USACGSC and eleven years at the U.S. Army War College. COL (R) Wallace is a past Chairman of the Department of Distance Education.

THOMAS E. WERNER
Office: (717) 245-3424/3181
FAX: (717) 245-4570

e-mail: thomas.werner@carlisle.army.mil

Colonel (USA, Retired) Thomas E. Werner is a contract instructor in the Department of Distance Education who is assigned to work with International Fellows. He received his Bachelor of Science degree in Business Administration from Indiana University and a Master of Science degree in Education from Indiana University. He is a graduate of the U.S. Army Command and General Staff College and the U.S. Army War College.

COL Werner is a Military Intelligence officer who retired after 30 years of service. He commanded at the battalion level in Augsburg Germany, served in subsequent assignments with the Defense Intelligence Agency that took him from the Pentagon to the American Embassy in Bonn and after that assignment to Japan with the Defense Intelligence Agency. Prior to his retirement he was the Director of Army Management Studies in the Department of Distance Education.

DAVID W. WILLMANN
Office (717) 245-3423/3568
FAX: (717) 245-3584
e-mail: david.willmann@carlisle.army.mil

Captain (USN, Retired) Dave Willmann is a contract instructor for the Department of Distance Education, U.S. Army War College. He has a Bachelor of Science in Analytical Management from the United States Naval Academy, Annapolis, Maryland, and a Master of Science in Computer Systems Management from the United States Naval Postgraduate School, Monterey, California. He is a graduate of the U.S. Army War College.

CAPT Willmann completed a 30-year career in the U.S. Navy. As a Naval Aviator, he has over 3000 flying hours in the SH-2f and SH-60B helicopters in a variety of test and operational assignments. He commanded an operational squadron and a Fleet Replacement training squadron. His final flying tour was as Commander, Helicopter Anti-Submarine Light Wing, U.S. Atlantic Fleet. His instructor experience includes five years at the U.S. Army War College, as the Senior Navy Representative, where he taught with the Department of Military, Strategy, Plans, and Operations.

KENNETH (KEN) W. WOMACK

Office: (717) 245-3423/4104

FAX: (717) 245-3584

e-mail: kenneth.womack@carlisle.army.mil

Colonel (USAF, Retired) Ken Womack is a contract instructor for the Department of Distance Education, U.S. Army War College. He has a Bachelor's degree in Engineering Mechanics from the United States Air Force Academy, Colorado Springs, Colorado, and a Master's Degree in Systems Management from the University of Southern California. His professional military education includes the U.S. Army War College and the U.S. Armed Forces Staff College.

Col Womack is an Air Force operations officer with 24 years of Air Force service. As a command pilot, he has over 3,900 flying hours in the U-2, T-38, and B-52 aircraft in a variety of operational assignments. He commanded an operational U-2 detachment and commanded the 1st Reconnaissance Squadron, responsible for training all Air Force U-2 pilots for worldwide reconnaissance duty. He was a fully qualified joint specialty officer, serving two tours with the U.S. Joint Chiefs of Staff where he managed the worldwide reconnaissance program and directed the Chairman's Joint Exercise Program for senior military and civilian leaders in the Department of Defense and other government departments and agencies.

WALTER (WALT) WOOD

Office: (717) 245-3423/4365

FAX: (717) 245-3584

e-mail: walter.wood@carlisle.army.mil

Colonel (USMC, Retired) Walt Wood is a contract instructor for the Department of Distance Education, U.S. Army War College. He holds a BA degree from the University of Dayton and an MA in International Relations from Salve Regina University in Newport, Rhode Island. He is a graduate of the Naval Command and Staff College and U.S. Army War College.

COL Wood completed a 30 plus year career in the U.S. Marine Corps as an Infantry Officer, serving in Vietnam, Japan and participating in various deployments to Europe, Africa, and the Far East. He served in a number of operational billets to include the Division, MEU, MEB, and MEF levels. He commanded the School of Infantry at Camp Lejeune, North Carolina. In 1995 he was assigned as the Marine Corps, Senior Service Representative at the USAWC and taught in the Department of Military Strategy, Planning and Operations prior to his retirement in 1998.



U.S. ARMY WAR COLLEGE

USAR AND ARNG FACULTY ADVISERS

DAVID B. CAMERON
Office: (717) 245-3543
FAX: (717) 245-3584
e-mail: david.cameron@us.army.mil

Colonel Cameron serves as the Reserve Advisor to the Commandant in his position as the Director, Reserve Component Integration. He holds a Bachelor of Arts Degree in Business Administration from Westminster College, New Wilmington, PA and a Master of Science degree in National Security Strategy from the National War College. He also holds a Master of Science degree in Agency Counseling and Consulting from California University of PA.

An Artilleryman, Colonel Cameron's prior assignment was G5, Army Reserve responsible for strategic planning. In 1999, he helped stand up the congressionally established office; Assistant to the Chairman of the Joint Chiefs of Staff for National Guard and Reserve Matters. Previous assignments include Assistant Professor of Military Science with Shippensburg University, an Operations and Training assignment with the 120th Army Reserve Command and Command and Operations assignments with the 479th Field Artillery Brigade.

DANIEL (DAN) J. JENSEN
Office: (717) 245-3510/4514
FAX: (717) 245-3584
e-mail: Daniel.Jensen@carlisle.army.mil

Colonel Jensen is the National Guard Advisor to the Commandant. He holds a Bachelor of Science degree in Education from the University of Wisconsin – Whitewater and a Masters of Science degree in Human Resource Administration from Southeast Missouri State University. He is a graduate of the U.S. Army Command and General Staff College and the U.S. Army War College Class of 2002 where he received a Masters in Strategic Studies degree.

Colonel Jensen is a career infantry officer serving in the AGR program. His 23 years of service includes both traditional ARNG and active duty assignments. As a traditional Guardsman, COL Jensen served as an infantry company commander, executive officer and platoon leader. Recent assignments include Commander, 2nd Battalion 127th Infantry Regiment, Wisconsin ARNG; Plans, Programs and Training Officer, G-3, V Corps Headquarters; Quality Advisor to the ARNG Chief of Staff, National Guard Bureau; Senior Instructor, ARNG Quality Center, National Guard Professional Education Center; and Assistant Professor of Military Science, Southeast Missouri State University.

DANIEL (DAN) S. KNAPIK

Office: (717) 245-3554

FAX: (717) 245-3584

e-mail: Daniel.knapik@carlisle.army.mil

Colonel (USA, Retired) Dan Knapik is a contract instructor for the Director, Reserve Component Integration and the Department of Distance Education, U.S. Army War College. He has a Bachelor's degree in Management Accounting from Loyola College in Baltimore, Maryland. He is a graduate of the U.S. Army Command and General Staff College, the Air War College, and a 1998 graduate of the U.S. Army War College.

Colonel Knapik was an Army Reserve AGR officer with over 31 years active and reserve service. Previous assignments include Deputy for Joint Current Operations, J-3, JOD, the Joint Staff; Chief, Operations Directorate, Office of the Chief Army Reserve, DA staff; Chief, Reserve Forces Readiness Division, U.S. Central Command; Deputy Chief of Staff, ARCENT Forward and 22nd Support Command (TAA), Saudi Arabia/Kuwait during Desert Shield/Storm. He retired from active duty in April 2002.



OTHER PROGRAMS

The Department of Distance Education also offers several pre- and post-MEL-1 educational opportunities. Pre-MEL-1 studies consist of the Reserve Component National Security Issues Seminar Course and the Defense Strategy Course. Post-MEL-1 educational opportunities consist of the Adjutants General National Security Seminar and the Senior Reserve Component Officers Course. The Defense Strategy Course is open to qualified officers of all components and can result in the awarding of retirement points for Reserve officers. Additional information regarding these courses and an explanation of the application procedures can be obtained by viewing the pages listed below or by contacting the Department of Distance Education at:

U.S. Army War College
Department of Distance Education
122 Forbes Avenue
Carlisle, PA 17013-5243
DSN: 242-3510
COMM: (717) 245-3510
TOLL FREE: 1-800-453-0992, extension 3510

DEFENSE STRATEGY COURSE

The U.S. Army War College has offered the Defense Strategy Course (DSC) to U.S. Army Active and Reserve Component officers since 1984. This six-month, Distance Education program is offered twice each year. Fifty active duty, twenty-five U.S. Army Reserve, and twenty-five Army National Guard officers can be accepted for each course.

Officers enrolling in the Defense Strategy Course must:

- Have credit for CGSC/equivalent schooling (MEL-4)
- Not be enrolled in or have completed a Senior Service College Program (MEL-1)

The purpose of the Defense Strategy Course is to improve student understanding about the role of the Department of Defense in the development of national security strategy. The focus of the course is the role DoD plays in the development of national security strategy within a complex and changing international environment. The DSC addresses the national security policymaking process and the relationship of the national elements of power to defense strategy.

The DSC is divided into twenty-eight lessons spread out over five sections. Section 1, *Introduction*, is designed to prepare students for taking the course in an online format and to introduce them to concept of critical thinking. Section 2, *Strategic and Military Theory*, examines classical thinking about strategic thought, the military schools of strategic thought, war and the state, and strategic theory and strategy formulation. Section 3, *Foundations in International Relations and Political Science*, explores what constitutes the international system and different perspectives pertaining to international relations. Section 4, *Defense in the United States*, looks at traditional American perspectives on Defense and the role of the Department of Defense in developing defense policy. Section 5, *Strategy at the Combatant Commander Level*, reviews the relationship of the operational level of war to strategy and role played by the Combatant Commander.

Each section within the course includes lessons on various subjects that are evaluated by three different means. Each lesson is designed to take approximately three hours of study. Approximately 6 hours of reading per week are considered necessary. Online evaluated forums (threaded discussions), multiple-choice tests, and two writing assignments constitute the evaluative requirements for the course. Students are taught in Section 1 of the course to apply critical thinking skills to their studies throughout the duration of the course. Such skills are important when defending the positions they take in an online forum or paper they write.

No formal Military Education Level is awarded for completion of the Defense Strategy Course. As such, no formal academic evaluation report is written upon completion of the course. All students who complete the course will receive an Army War College Certificate signed by the Commandant. Active Component graduates will have this course included on their Officer Record Brief (ORB) as a school attended/completed with the code designation NAH. National Guard and Army Reserve graduates will have the course noted on their DA Form 21 (Personnel Qualification Record/Part II) in Block 17 (Civilian Education and Military Schools). Reserve officers, based on their duty status, receive 105 credit hours toward retirement points.

Interested officers may request enrollment as follows:

Active Duty: Write directly to your Assignment Officer:
Human Resources Command
ATTN: AHRC-OPF-L
200 Stovall Street
Alexandria, VA 22332-0300
DSN: 221-3157
COMM: (703)325-3157

Army National Guard: Through Command Channels to:
Army National Guard Readiness Center
Individual Training Branch (NGB-ART-I)
111 S. George Mason Drive
Arlington, VA 22204-1382

DSN: 327-7349
COMM: (703)607-7349

Army Reserve: Through Command Channels to:
HRC-St. Louis
AHRC-PAV-B
1 Reserve Way
St. Louis, MO 63132-5200
DSN: 892-0673
COMM: (314)592-0000, X3889

ADJUTANTS GENERAL NATIONAL SECURITY SEMINAR (AGNSS)

The first Adjutants General National Security Seminar (AGNSS) was conducted at the U.S. Army War College in September 1990. The seminar provides an opportunity for the 54 state Adjutants General to come to Carlisle Barracks annually for up to one week during the Resident Course. The primary purpose of the seminar is to update the Adjutants General on national security issues. Participants have the opportunity to exchange ideas with the resident class on issues affecting the Total Force as well as provide resident students with insights regarding issues confronting the National Guard senior leadership. The format generally consists of lectures followed by question and answer periods and small group discussions. The Adjutants General also have an opportunity to participate in several resident student seminar discussions and to participate in a staff ride. All current Adjutants General are invited to AGNSS on an individual basis. For more information about this specific program, Adjutants General can contact the Army National Guard Advisor to the Commandant at:

U.S. Army War College
ATTN: AWCC-DRC-NG
122 Forbes Avenue
Carlisle, PA 17013-5243
DSN: 242-4514
COMM: (717) 245-4514
TOLL FREE: 1-800-453-0992, extension 4514

RESERVE COMPONENT NATIONAL SECURITY ISSUES SEMINAR (RCNSIS)

The Reserve Component National Security Issues Seminar (RCNSIS) was first conducted by the U.S. Army War College at the direction of the Secretary of the Army in April 1984. It is an intensive one week seminar for selected Reserve Component officers, who are also community leaders, which focuses on contemporary geopolitical issues, the process involved in national security decision making, and current strategy for meeting U.S.



defense needs. RCNSIS is conducted once a year, usually in the spring in Washington, D.C. The Seminar is offered to approximately 50 Reserve Component field grade officers (25 ARNG/25 USAR). To be eligible, students must be in the grade of Major or LTC, graduates of CGSC and not enrolled in a Senior Service College. The Chief, Army Reserve and the Director, Army National Guard selects the attendees. Procedures for submitting applications to attend RCNSIS are announced in advance of each seminar by the respective training divisions of the Army Reserve and National Guard. The U.S. Army War College Department of Distance Education is the executive agent for the conduct of RCNSIS. The Seminar generally follows the method of instruction used by the U.S. Army War College to include presentations by guest speakers, small discussion groups led by U.S. Army College faculty members, and visits within the National Capital Region.

Interested officers may request enrollment as follows:

ARMY NATIONAL GUARD: Through Command Channels to:

Army National Guard Readiness Center
Individual Training Branch (NGB-ART-I)
111 S. George Mason Drive
Arlington, VA 22204-1382
DSN: 327-7349
COMM: (703) 607-7349

ARMY RESERVE: Through Command Channels to:

HRC-St. Louis
AHRC-PAV-BB
1 Reserve Way
St. Louis, MO 63132-5200
DSN: 892-0000, X 3889
COMM: (314) 0000, X 3889

SENIOR RESERVE COMPONENT OFFICER COURSE (SRCOC)

The Senior Reserve Component Officers Course (SRCOC) is an intensive one-week seminar for 40 Reserve Component general and flag officers. The program is designed to broaden the perspective of Reserve Component general and flag officers and familiarize them with the U.S. Army War College and its curriculum. SRCOC exposes senior military leaders to the process of national security decision-making, to contemporary national security issues and to the current military strategy. Fully integrated with the Resident Class, these officers are provided ample opportunities to exchange ideas on issues affecting the Total Force. The SRCOC attendees provide the Active Component officers with valuable insights concerning the challenges and capabilities of the Reserve Components. The first Senior Reserve Officers Course was conducted at Carlisle Barracks in 1964. Attendees are selected by their respective component. All seven of the Reserve Components are invited to participate. Individual selection for attending SRCOC is announced in advance of each seminar by each of the Service General/Flag Officer Management Offices. The U.S. Army War College Department of Distance Education is the executive agent for the conduct of SRCOC.

Interested officers may request enrollment as follows:

AIR FORCE RESERVE:

HQ, USAF/Reps
1150 AF Pentagon
Washington, D.C. 20330-1150
Commercial: (703) 588-6041
DSN: 425-6041

ARMY RESERVE:

General Officer Management Office
1421 Jefferson Davis Drive
Suite 12000
Arlington, VA 22202-3259
Commercial: (703) 601-0908/0909
DSN: 329-0908/0909

NATIONAL GUARD:

NGB-GO
1411 Jefferson Davis Highway
ATTN: CPT Thormin
Arlington, VA 22202-3231
Commercial: (703) 607-3642
DSN: 327-3642

U.S. MARINE CORPS RESERVE:

Comdt of the Marine Corps
HQ, U.S. Marine Corps
2 Navy Annex
Washington, D.C. 20380-1775
Commercial: (703) 784-9200

U.S. COAST GUARD RESERVE:

Comdt (G-RST-1)
Coast Guard Headquarters
2100 2nd Street SW
Washington, D.C. 20593-0001
COMM: (202) 267-2350

NAVY RESERVE:

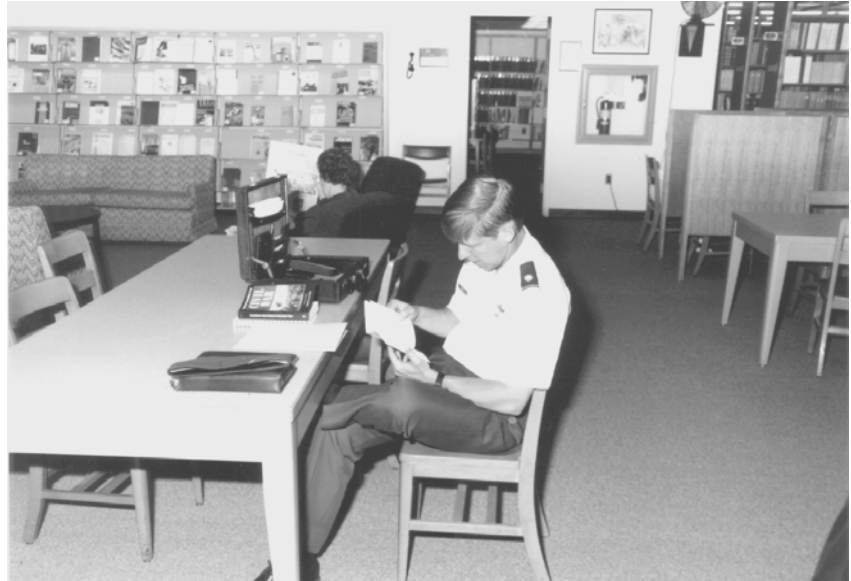
Director
Naval Reserve
2000 Navy Pentagon
Room 5C646
Washington, D.C. 20350-2000
Commercial (703) 695-5353
DSN: 225-5353



SUPPORTING INSTITUTIONS AND ORGANIZATIONS

U.S. Army War College Library

As the award winning library for the Army's senior educational institution, the U.S. Army War College Library is an integral part of the USAWC's Program for Joint Education and plays a key role in the development of the Army's leaders. Noted for sustained, high-quality services, and extensive research resources, the Library is a graduate-level special academic library supporting the USAWC's educational, research, strategic communications and well-being missions. It also serves as a primary research and information resource for organizations and individuals outside of Carlisle Barracks and the Army, including Congress, DoD, federal agencies, universities and colleges, the media, and individual researchers and writers.



The highly expert and customer-friendly library staff, including nine librarians, ensures the efficient retrieval and delivery of research and information services. The Library offers its customers a variety of services on significant topics and these publications receive world-wide dissemination.

The Library offers its customers a rich and varied collection of print, electronic, and other non-print materials. Subjects covered in depth include military strategy and operations, area studies, international relations, foreign policy, management, and economics. Supplementing a book and document collection of 254,000 volumes are subscriptions to over 1,100 current periodicals in these and other subject areas, providing current information and opinion for reading and research. Library holdings include a broad cross section of domestic and foreign newspapers, Army, DoD, and other official military publications, and a classified document collection.

The Library collection also includes a large selection of video and audio materials, extensive microform holdings, and the equipment needed to access these special formats. More than 1,000 organizational charts, diagrams, and a selection of maps are also available.

Current electronic research and information resources include commercial and DoD online services and Internet resources, including standard research databases such as ProQuest, Nexis, and Jane's Geopolitical Library. The Library's online catalog, CATS, provides quick and concise information on publications held in the Library or at any department or office on Carlisle Barracks, including the special collections of the Military History Institute. CATS is available to customers on the Library's website both on the Internet and Intranet. At the Library's public website (<http://www.carlisle.army.mil/library>), customers can access general resource information, the Library's authoritative bibliographies, links to other military and academic databases and online catalogs. By using Intranet access, authorized customers can use all of the resources on the public site plus many specialized commercial databases supporting the academic and research needs of the USAWC students and faculty.

The Library offers its customers access to other library resources through affiliation with several cooperative ventures. These include the Military Education and Research Library Network (MERLN), which electronically provides ready access to the holdings of fourteen major DoD academic libraries. Membership in the Associated College Libraries of Central Pennsylvania (ACLCP) allows Library customers direct access and borrowing privileges to 21 other academic and special libraries within an easy drive of Carlisle. The Online Computer Library Center (OCLC) database includes records for over 47 million publications available through inter-library loan from libraries all over the world.

Housed on two levels in Root Hall, with 27,500 square feet of space, the Library is conveniently located for students and faculty. The main level holds the Library's primary



collection, its on-line catalog and other manual and automated information retrieval tools. It comfortably seats over 100 customers in the Reading Room and provides 94 unassigned carrels for general use by students and faculty. Three small conference rooms are available for individual video viewing and for private conversations. The lower level houses restricted and classified documents, maps and other library holdings.

Distance Education students have access to the above Library's resources and services by visiting the Library or the Library's website. The Library informs students of new developments and resources through e-mail or DDE mailings. Students can request research assistance and borrow publications by contacting the Library by e-mail, FAX, mail, or telephone. The Library will respond to requests quickly and will work with the students to identify information resources and facilitate the most convenient method of access, to include direct borrowing from the USAWC Library, inter-library loan, and use of their local libraries.

Army Heritage and Education Center

The Army Heritage and Education Center (AHEC) is a new organization to Carlisle Barracks. The AHEC will combine the Army's Military History Institute (MHI), the future Army Heritage Museum with its conservation and restoration facility, and an education center. It will be located on a 55-acre tract of land donated by Cumberland County and located adjacent to the post golf course.

The Secretary of the Army authorized the project in 1999, and the current Secretary of the Army reaffirmed the Army's commitment to the project in October 2001. Funding for the MHI facility was included in the Army's 2001 Military Construction Appropriation. Construction began in May 2002 and the facility was officially in operation the Fall of 2004. The museum and the education center will be funded through private donations and grants.

Army Heritage and Education Center



The U.S. Army Military History Institute (MHI) is The Army's central repository for materials related to the history of the U.S. Army. The Institute's mission is to preserve The Army's history and ensure access to historical research materials. It collects, organizes, preserves, and makes available source materials on American military history to the

defense community, researchers and scholars, and the general public. It is The Army's largest repository of original documents, letters, publications, maps and photographs, and is a nationally recognized academic research facility. Its archives include books, periodicals, photos, manuscripts (diaries, letters, memoirs), military publications, manuals, maps and oral histories. The new facility for MHI will be a 66,000 square foot, state-of-the-art facility.

MHI's current holdings include over 295,000 books, 300,000 authority publications (regulations, doctrinal and technical manuals), over 60,000 bound volumes of military related periodicals, 1.2 million photographs, and more than 9,000,000 personal papers and documents. Historical materials from throughout the Army continue to flow to MHI. Particularly noteworthy are MHI's collections of personal papers, which document the service of many distinguished soldiers. These sources provide an intimate and unique glimpse into the history of The Army. For many general officers of the recent period, the Institute has in its holdings, not only their papers, but also their recollections and reflections recorded as a component of The Army's Oral History Program which the Institute administers and selected Army War College students support.

MHI supports several USAWC programs to include the Military History Program, the Communicative Arts Program, the Senior Officer Oral History Program, and Division Command Lessons Learned Program. For student research, the archives contain a



superb collection of the personal papers and oral history transcripts of senior officers, junior officers, noncommissioned officers, and soldiers (7 million items in total). The MHI staff provides expert research assistance and historical consultation and has prepared more than 11,000 bibliographies on numerous military and military related subjects. Throughout the USAWC academic year (September

through May), MHI hosts a monthly evening public lecture series, "Perspectives in Military History", on the historical dimensions of the exercise of generalship and strategic leadership. MHI also sponsors the Harold Keith Johnson Visiting Professor of Military History, a visiting scholar who serves as a senior faculty specialist and adviser in military history.



Other AHEC Facilities

The 50,000 square foot Education Center is the hub of the complex, and provides a general orientation area for the AHEC. It displays promotional exhibits for other area museums and attractions, as well as includes a lecture hall and conference facilities, classrooms and reading rooms, auditorium and research and administrative areas. The Center's education programs include both in-house and outreach programs of national scope. Distance learning and research capabilities will be at the core of the education programs offered, including online access to some MHI records, photos and finding guides to military genealogy.

The Army Heritage Museum became an official part of The Army Museum System in September 2000 upon approval by The Army's Center for Military History and following a request by the Commandant of the U.S. Army War College to establish the museum at Carlisle Barracks. For nearly two years, employees from the Pennsylvania Historical and Museum Commission, under contract to the U.S. Army, have been developing the story lines and exhibit master plan for the museum. The museum's support facility will house conservation and restoration laboratories for photography, paper and books. The AHEC will have the responsibility to maintain and restore paper, photographs and books for the entire Army museum system and for all historical holdings.

The Army Heritage and Education Center is an exciting new program and organization that will provide tremendous service to the students at the Army War College and the American public as a whole.



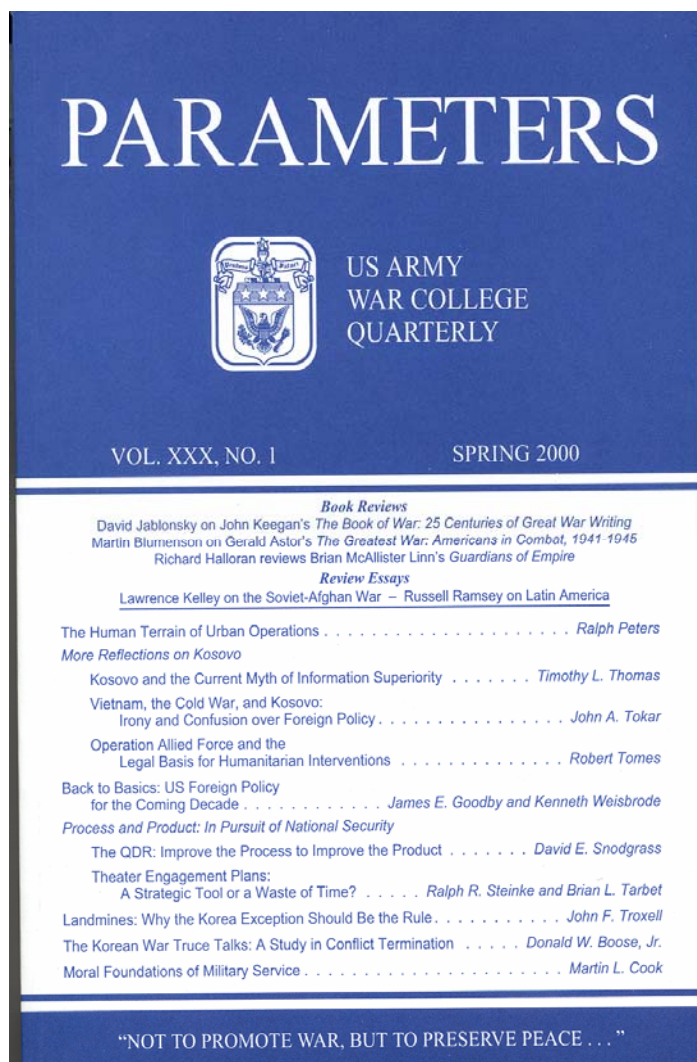
PARAMETERS

The U.S. Army's Senior Professional Journal

Parameters, the U.S. Army War College Quarterly, complements the Army War College's curriculum, continues the professional education of its graduates, and reinforces the War College's role in this country and around the world as a leading center for contemporary military thought. The journal focuses on international security affairs, national defense policy, joint and combined matters, military strategy and the intersection of strategy and the operational art, and all aspects of senior military leadership and command. Because the journal is an integral part of their continuing education, Army War College graduates of all components receive gratis subscriptions to **Parameters** until they retire.

The journal is also distributed to Army general officers and select senior officers from the sister services; to key officials in the Defense Department, the State Department, and the National Security Council; to interested members of Congress and their staffs; to defense-minded members of academe, think tanks, business, and the news media; and to military units, including ROTC detachments and U.S. service schools. More than 600 libraries and more than 80 U.S. and foreign military journals receive subscriptions, as do many U.S. and allied embassies. Copies also go to the military educational establishments of many allied and other nations. The Marshall Center subscribes for its international faculty and student body and also uses its copies in its English language training program.

Parameters' printed circulation is approximately 13,000 copies per issue. Significant secondary distribution occurs



through military and civilian educational institutions in the United States and overseas which reproduce articles used by thousands of students every year. On the average more than 120,000 copies of **Parameters** articles are printed for use by military and civilian educational institutions, military organizations, and private citizens. The journal is also available to the public by subscription through the Superintendent of Documents.

Parameters is accessible on the Internet at <http://Carlisle-www.army.mil/usawc/Parameters/>. There you'll find selected articles, review essays, a complete index of **Parameters** articles, subscription information, and guidance on submitting manuscripts for possible publication. More than 50,000 unique users access **Parameters** online each quarter.

For those of you who desire to write scholarly articles of interest to senior military professionals, **Parameters** provides an excellent audience. Author guides are available from the **Parameters** editorial office (phone 717-245-4943; e-mail Parameters@carlisle.army.mil) and at the **Parameters** web site. Manuscripts are welcome, and may be submitted by e-mail, but the editors recommend reading the author guide first. In addition, the editors will be happy to discuss with students their publishing plans and projects.

Center for Strategic Leadership

The Center for Strategic Leadership located in Collins Hall, serves as an education center and high technology laboratory focused on the Army's decision-making process and the experiential education of strategic leaders. It works at the interagency, strategic, and operational level in support of The Army's Senior Leadership, the USAWC, Combatant Commanders, Joint Staff, and Interagency participants. The Center is responsible for the conduct of



the Strategic Crisis Exercise, provides support to the curriculum, and prepares and teaches elective courses. The Center for Strategic Leadership conducts war-gaming at the strategic and operational levels for senior Army leaders, Combatant Commanders, and other U.S. Government agencies. It uses war-gaming to help explore alternatives, provide insights, identify issues for research and analysis, generate discussions of national security matters, and practice decision-making under a variety of situations. The Center operates a Global Command and Control System (GCCS) facility in support of the USAWC. The Center for Strategic Leadership is comprised of five divisions: the Operations and Gaming Division, the Science and Technology Division, the

Peacekeeping and Stability Operations Institute, the Strategic Experiential Education Group, and the Management and Logistics Division.

Strategic Studies Institute

Strategic Studies Institute constitutes the principal Research faculty and is responsible for the Research and Publication function of the U.S. Army War College.

SSI is a versatile, dynamic organization that:

- ◆ identifies international security issues likely to affect the United States, its friends, and potential adversaries;
- ◆ analyzes national security issues and, through the timely publication of studies and conduct of conferences, informs the U.S. Army as well as national leadership of policy options;
- ◆ provides the U.S. Army with a source of ideas, criticism, innovative approaches, and independent analyses;
- ◆ exposes external audiences to the U.S. Army's contributions to the Nation, and
- ◆ provides studies and analyses to support and supplement the U.S. Army War College curriculum.



SSI prepares studies and analyses which consider:

- ◆ the nature of land warfare;
- ◆ strategy, planning and policy for joint and combined employment of military forces;
- ◆ the concepts, philosophy and theory of strategy;
- ◆ matters affecting The Army's future; and
- ◆ other issues of importance to the leadership of the U.S. Army.

In fulfilling this mission, Institute research is concentrated in several functional areas:

- ◆ land power;
- ◆ the strategic environment (threats/interests/regional security issues);
- ◆ national security strategy and national military strategy;
- ◆ strategic planning; and
- ◆ futures—concentrating on the role of the U.S. Army in the world's strategic environment 10 (Army XXI) to 30 years hence.

In addition, the Strategic Studies Institute is responsible for conducting research and for teaching the Transforming the Army elective. The elective prepares selected graduates for positions influencing the development of the future Army.

While the work of the Institute is conducted independently of the curriculum of the USAWC, there is considerable overlap in teaching and research between the two organizations. Military officers and civilian professionals assigned to the Strategic Studies Institute constitute a significant source of expert knowledge as part of the USAWC faculty.

Selected USAWC students with particular expertise sometimes cooperate with SSI researchers in the wide variety of studies and analyses undertaken by the Institute. Accordingly, students may become involved in supporting SSI research and analytical work on issues of high priority to the Department of the Army.

U.S. Army War College Alumni Association

The U.S. Army War College Alumni Association was established in 1967 as a non-profit association to foster and strengthen a sense of fraternity among the alumni, and to promote continued interest in and support to the Army War College. Membership is limited to students and graduates of any Army War College course, and present or former staff and faculty.

To support its members and the USAWC, the Association publishes a newsletter; publishes a directory of graduates and present and former staff and faculty; makes available the book, *Of Responsible Command: A History of the U.S. Army War College*; maintains an Alumni memorial on the grounds of the War College; sponsors an annual celebration of the College's founding; holds an annual meeting and luncheon and provides support to class reunions and seminars. The Association also operates a small gift shop with USAWC mementos. The Alumni Office is in Room B122, Root Hall. As of January 1, 2005 there were 14,028 living members of the Association. For details of our program, please see our web site at: <http://www.usawcalumassoc.pa.net/>.

U.S. Army Physical Fitness Research Institute

The Army Physical Fitness Research Institute (APFRI) conducts applied research and intervention aimed at reducing cardiovascular disease and improving and sustaining the total fitness of The Army's population over age 40. Emphasis is placed on the senior leader's physical and mental well-being. APFRI's multidisciplinary staff includes a clinical psychologist, a dietician, two exercise physiologists, a nurse practitioner, a physical therapist and assistant, a registered nurse, and a research psychologist, all of whom are committed to



promoting the health and fitness of senior leaders to optimize their professional and operational readiness.

To that end, the APFRI Executive Wellness Program provides health and fitness assessments for USAWC personnel using state-of-the-art techniques in the areas of aerobic capacity and improvement, strength training, injury prevention, nutrition, weight reduction, hypertension, cholesterol, and stress management.

U.S. Army War College Bookstore

The United States Army War college Bookstore is operated by the Army and Air Force Exchange Service and is open to all authorized military exchange customers. The Bookstore carries a wide assortment of books and War College merchandise that make wonderful gifts or souvenirs of your time at historic Carlisle Barracks, Pennsylvania.

The USAWC Bookstore is located in Root Hall, Building 122, Carlisle Barracks, PA, 17013. Hours of operation are Monday- Friday, 7:30 a.m. – 2:00 p.m.

The Bookstore accepts the Military Star Card, Visa, MasterCard, American Express and Discover. To order books or merchandise, FAX your order to our Bookstore:

Barbara Creamer, Manager
USAWC Bookstore
122 Forbes Avenue
Carlisle, PA 17013-5250
717-258-3326
Fax: (717) 245-4617 (Attn: Bookstore in subject line)

Shipping charges apply on all orders and will be quoted at the time an order is placed.

Army War College Foundation, Inc.

The Army War College Foundation, Inc., established in 1977, is proud to provide the margin of excellence to the academic experience at the USAWC. A nonprofit, tax-exempt, publicly supported organization under sections 501(a)(3) and 509(a)(3) of the IRS Code, the Foundation enhances and enriches academic programs and research activities by providing private financial support where government funds are not available.

For over two and a half decades, Foundation funding has included honorariums for distinguished guest lecturers, writing awards for students and faculty, texts for the USAWC's professional library, projects of the International Fellows Program, functions for the Military Family Members Program, financial assistance for high-level conferences and exercises, and the Military History Institute Perspectives Lecture Series. The Foundation's latest project is funding the Army War College's General Omar N. Bradley Chair of Strategic Leadership. This chair is jointly shared and funded between the Army War College Foundation and Dickinson College.

Individual and corporate constituents continue to be steadfast in their contributions to our national defense through stewardship of academic excellence and traditions at the USAWC. Contributions are tax deductible. For additional information, please call (717)243-1756, or write the USAWC Foundation, Inc., 122 Forbes Avenue, Carlisle, PA 17013-5248 or e-mail to AWC.Foundation@carlisle.army.mil. The Foundation website can be found at the following URL: <http://www.awcfoundation.org>.



**Department of Distance Education
Graduating Class Plaque
for the Class of 2004**

APPENDIX I

SUMMARY OF RETIREMENT POINT CREDITS FOR RESERVE COMPONENTS

		Retirement Point Credit Hours	Number of Retirement Points
First Year Studies			
501	Strategic Leadership	27	9
512	International Relations and the use of Power	27	9
522	National Security Policy and Strategy	27	9
532	War and Strategy	27	9
541	DoD-Organization Planning and Strategy	27	9
549	First Resident Course	*	
	Subtotal	135	45
Second Year Studies			
552	Regional Strategic Appraisals	27	9
562	Joint and Multinational Operations I (Theater Strategy)	27	9
572	Joint and Multinational Operations II (Operational Art and Campaign Planning)	27	9
582	MOOTW and Conflict Termination	27	9
592	Military in the 21 st Century	27	9
599	Second Resident Course	*	
	Subtotal	135	45
			(Plus Resident Course)
	Grand Total	270	90
			(Plus Resident Course)

RETIREMENT POINTS (Reserve Components)

* **AR 140-185 and NGR 640-1** authorized one (1) retirement point for each day of active duty or active duty for training by eligible members of the Reserve Components. Questions regarding retirement point credits should be directed to Retirement points Accounting Branch (ARPERCEN) at DSN 892-5002, Commercial (314) 538-5002 or 800-325-8311, extension 5002.

APPENDIX II

* REQUESTING A DEFERMENT

ACTIVE ARMY

Department of the Army
AHRC
ATTN: TAPC-OPB-D
200 Stovall Street
Alexandria, VA 22332-0411
(703)325-3144

Army Reserve

HRC-ST. Louis
AHRC-PAV-BB
1 Reserve Way
St. Louis, MO 63132-5200
(314)592-0000, x5424

ARMY NATIONAL GUARD

National Guard Bureau
ATTN: NGBART-I
111 South George Mason Drive
Arlington, VA 22204-1382
(703)607-7349

USMC

Commanding General
CCE/C40CCE
MCCDC
3300 Russell Road
Quantico, VA 22134-5001
(703)784-4390

USMCR

Commandant of the Marine Corps
HQMC Code Ram-4
3280 Russell Road
Quantico, VA 22134-5103
(703)784-9125

NAVY

CDR, Naval Reserve Force
ATTN: Code N7
4400 Dauphine Street
New Orleans, LA 70146
(504)678-1411

CIVILIANS

Department of the Army
Deputy Chief of Staff for Personnel, G-1
ATTN: DAPE-CP-CPO, Room 4N07
200 Stovall Street
Alexandria, VA 22332-0300
(703)325-2456

COMMANDANT'S PROGRAM

Department of the Army
U.S. Army War College
Department of Distance Education
122 Forbes Avenue
Carlisle, PA 17013-5243
(717)245-3595 – option 5

*Students seeking a deferment to the next class must submit the request to the address above. Note that your component authorizes the deferment in cooperation with DDE. Still, you are required to furnish the **Department of Distance Education** a copy of your request for deferment.

Appendix III

PAJE LEARNING AREAS AND OBJECTIVES

Since the passage of the Goldwater-Nichols Defense Reorganization Act of 1986, the CJCS has administered a program to insure that the appropriate levels of joint education are included in the curriculums of the service schools. Learning areas and objectives have been established to insure compliance with Goldwater-Nichols.

The Distance Education Program (DEP) has been accredited as an approved Phase I program by the Chairman of the Joint Chiefs of Staff (CJCS). As courses are developed, DDE Faculty Instructors insure that these Joint Education Learning Areas and supporting objectives are covered in the instructional materials. The current learning areas and objectives have been extracted from the August 30, 2004 OPMEP and are listed for the convenience of both our faculty and students.

Learning Area 1: National Security Strategy

Learning Objectives:

- a. Analyze the strategic art; i.e., developing, applying, and coordinating the instruments of national power to secure national security objectives.
- b. Comprehend how national policy is turned into executable military strategies.
- c. Analyze how the constituent elements of government and American society exert influence on the national strategy process.

Learning Area 2: National Planning Systems and Processes

Learning Objectives:

- a. Evaluate the DOD systems and processes by which national ends, ways, and means are reconciled, integrated, and applied.
- b. Analyze how time, coordination, policy, politics, doctrine, and national power affect the planning process.
- c. Analyze and apply the principle joint strategy development and operational planning processes.
- d. Comprehend the role of joint doctrine with respect to unified command.
- e. Analyze how the interagency's structure and processes influence the planning for and application of the military instrument of national power.

Learning Area 3: National Military Strategy and Organization

Learning Objectives:

- a. Comprehend the art and science of developing, deploying, employing, and sustaining the military resources of the Nation, in concert with other instruments of national power, to attain national security objectives.
- b. Evaluate the national military strategy, especially with respect to the changing nature of warfare.
- c. Analyze the roles, relationships, and functions of the President, Secretary of Defense, Chairman of the Joint Chiefs of Staff, Joint Chiefs of Staff, combatant commanders, Secretaries of the Military Departments, and the Service Chiefs.
- d. Evaluate how the capabilities and limitations of the U.S. force structure affect the development of joint military strategy.

Learning Area 4: Theater Strategy and Campaigning

Learning Objectives:

- a. Analyze how joint, unified, and multinational campaigns and operations support national objectives and relate to the national strategic, theater strategic and operational levels of war.
- b. Synthesize the role and perspective of the combatant commander and staff in developing theater policies, strategies and plans.
- c. Analyze joint operational art and emerging joint operational concepts.
- d. Appraise processes for coordinating U.S. military plans and actions effectively with forces from other countries and with interagency and non-governmental organizations to include homeland security and defense.

Learning Area 5: Information Operations, C2 and Battlespace Awareness

Learning Objectives:

- a. Analyze how information operations are integrated to support the national military and national security strategies and the interagency process.
- b. Analyze how information operations apply at the operational and strategic levels of war and how they support the operations of a networked force.
- c. Analyze the integration of information operations, C2 and battlespace awareness to theater campaign development.

Learning Area 6: Joint Strategic Leader Development

Learning Objectives:

- a. Synthesize techniques for leading in a joint, interagency and multinational environment.
- b. Synthesize leadership skills necessary to sustain innovative, agile and ethical organizations in a joint, interagency and multinational environment.

Appendix IV

Evaluation Standards

WRITING EVALUATION CRITERIA

Writing evaluation criteria address the student's ability to gather information or to do research, to organize material logically and persuasively, to compose and express thoughts clearly and coherently in effective prose, and to use the standard written English expected of educated officers and senior officials.

CONTENT

- a. **5 – Outstanding.** In a paper uniformly exceeding standards, content is exemplary. Demonstrates a high level of professional scholarship and expertise. Analysis, interpretation, and explication of the subject are in-depth, cover all aspects equally well, and extend the body of knowledge through original thinking. Is suitable to be presented to senior officers and officials without change and/or submitted for publication.
- b. **4– Exceeds Standards.** Work exhibits clarity in thought and expression. Analyzes the situation convincingly. Conveys considerable perceptivity. Offers new or refreshing insights on topic/issues. May be original in approach. Exhibits a critical attitude toward an approach to topic/issues. Thorough research when required. Supports generalizations with effective detail/illustrations. Well-reasoned work, with good evidence. Persuasive argument. Excellent development of concepts and good use of transitions.
- c. **3– Meets Standards.** Work displays a mature ability to think issues through, gather information, and express ideas. Offers adequate analysis of evidence or situation. Communicates points and arguments clearly. Conveys some insight into topic/issues. Conveys sufficient knowledge, adequacy for the situation. Writer uses sufficient information. Source material clearly acknowledged. Balances general observations or propositions with specific details. Writer properly justifies his/her reasoning. Conclusion present and adequately supported.
- d. **2– Incomplete.** Work does not offer convincing analysis. Contains assertions and generalizations conspicuously without support. Serious flaws in logic. Seems ambivalent, unduly hesitant in setting forth any analysis. Offers little insight into the issues involved. Offers predictable, hackneyed observations (to which the writer appears mostly uncommitted). Writer's voice seems disengaged, largely uninvolved with topic/issues. Argumentation is incompetent, incomplete, or one-sided, uneven in clarity, lacking in unity, sparse in evidence. Uses easy, largely unsupported generalizations, generalize almost exclusively, or use profuse detail in support of very little.

- e. **1 – Fails to Meet Standards.** Standards above are not achieved.

ORGANIZATION

- a. **5 – Outstanding.** In a paper uniformly exceeding standards, organization of material is exemplary. Organization contributes directly to the persuasiveness of the product. Analysis clearly demonstrates support for author's interpretation of data. Depth and breadth of information is uniform and inclusive. There may be other ways of presenting the subject matter, but not better ways. Product is suitable to be presented to senior officers and officials without change.
- b. **4 – Exceeds Standards.** Work is tightly organized, a well-honed composition. Speaks directly to the topic. Writes coherently, nicely establishing relationships among the parts of the discourse. Establishes and maintains rhetorical direction; the discourse moves along well. Maintains consistent control of topic/issues. Effectively opens, develops, and closes the discourse.
- c. **3 – Meets Standards.** Thesis is clear and unambiguous. Focuses effectively on the topic and sticks to it. Writes logically and persuasively. Writer's plan and approach are clear. Paper arranged in logical manner. Competently introduces, develops, and concludes the discourse. Conveys a sense of beginning and closing discourse (even though it may be incomplete).
- d. **2 – Incomplete.** Work fails to establish effective, logical relationship among parts of the discourse. Organization and logical flow are flawed. Avoids the topic. Writes more around the topic than to the topic. Develops the discourse sporadically, hesitantly. Haphazardly (often repetitiously) attempts development of topic. Relates parts more arbitrarily or simply categorically than systematically (through intellectual integration). If the writer's topic, approach, and discourse pattern are not readily apparent early in the paper, **the organization** of the paper needs improvement.
- e. **1 – Fails to Meet Standards.** Standards above are not achieved.

STYLE

- a. **5 – Outstanding.** In a paper uniformly exceeding standards, the use of style is exemplary. Control of diction and mechanics demonstrates a high level of professional expertise. Use of language is clear, concise, accurate, and specifically appropriate for the subject and for the audience. The writing, itself, holds the reader's interest and persuades reader to accept the author's thesis. There may be other styles suited to the subject matter, but not necessarily better styles. Product is suitable to be presented to senior officers and officials without change.

- b. **4 – Exceeds Standards.** Writes fluently. Uses expressive language. Exhibits a strong sense of style. Technically correct, competent use of standard written English. Proper use and choice of words. Analogies, historical examples, figures of speech used to good effect. Original turns of phrase, well-crafted sentences, and good transitions between sections and paragraphs. Skillfully repeats key terms. Exhibits an appropriate range of vocabulary, consistently using terms aptly.
- c. **3 – Meets Standards.** Work is presentable. Good working knowledge of Standard English. The standard written English expected of educated officers and senior officials. Avoids cumbersome, passive and impersonal constructions. Uses language appropriately, if not strikingly. Effective transitions. Avoids long sentences. Displays adequate range of vocabulary. Controls conventions of standard written English. No habit of flawed English grammar and word usage. Text is proofread, free of spelling and punctuation errors.
- d. **2 – Incomplete.** Sloppy work. Format not maintained. Style and mechanics distracting to readers. Little sense of style or enervating style, burdened with clichés of thought and expression. Writer's voice seems confused, perplexed, or put off by the topic/issues. Sparse development or needless repetition. Awkward, intrusive repetition of words and phrases. Rough or no transitions. Writes indirectly, uses excessive passive verbs and opaque impersonal structures. Uses no metaphor or uses metaphor ineffectively. Predictable, lackluster phraseology (depending considerably on slogans and clichés). Exhibits limited vocabulary. Sometimes makes confused or confusing word choices. Has insufficient control of the conventions of standard written English. Work is not presentable to high-level officials/officers without major revisions.
- e. **1 – Fails to Meet Standards.** Standards above are not achieved.

Oral Evaluation Criteria. Oral evaluation criteria address the content, organization, and delivery used to vocally present ideas and information. The manner of presenting material includes consideration of the persuasiveness and clarity of presentation of ideas, topics, and issues as well as speaking style and use of audio-visual aids (when and as appropriate).

CONTENT

- a. **5 – Outstanding.** In a presentation uniformly exceeding standards, the content is exemplary. It demonstrates a high level of professional scholarship and expertise. Analysis, interpretation, and explication of the subject are in-depth and cover all aspects equally well. Material is specifically appropriate to the intended audience. Presentation is suitable for senior officers and officials and public audiences without change.

- b. **4 – Exceeds Standards.** Presentation is crisp and persuasive. Topics are germane, arguments are tightly constructed, and evidence available in backup material. Potential questions anticipated. Often includes recommendations.
- c. **3 – Meets Standards.** Good professional presentation. Does the job assigned. All major points covered. Presentation accomplishes stated purpose. Presentation is informative and meaningful. Source of information used clearly acknowledged. Arguments are coherent, logical, and persuasive. Presentation within accepted time limits.
- d. **2 – Incomplete.** Lacks clarity, completeness, and unity. Support material weak. This presentation should not be given to next level in the chain of command without revision.
- e. **1 – Fails to Meet Standards.** Standards above are not achieved.

ORGANIZATION

- a. **5 – Outstanding.** In a presentation uniformly exceeding standards, organization of material is exemplary. Organization contributes directly to the persuasiveness of the presentation. Analysis of issue clearly demonstrates support for author's position. Depth and breadth of information provided is uniform and inclusive. There may be other ways of presenting the subject matter, but not better ways. Product is suitable to be presented to senior officers and officials without change.
- b. **4 – Exceeds Standards.** Topic clearly thought out and well organized. Organization enhances understanding of the subject and the purpose of the presentation.
- c. **3 – Meets Standards.** Organized in a logical and coherent manner. Organization is obvious and appropriate to the subject. Introduction is adequate. Purpose of the briefing is clear. A clear conclusion or summation is included.
- d. **2 – Incomplete.** Weak presentation, lacks coherent structure. Introduction not connected to the purpose of the presentation. Closing is abrupt. Subject left hanging; questions left unanswered.
- e. **1 – Fails to Meet Standards.** Standards above are not achieved.

DELIVERY

- a. **5 – Outstanding.** In a presentation uniformly exceeding standards, the style of delivery is exemplary. Control of diction, body language, and projection and tone of voice demonstrate a high level of professional expertise. Language is clear, concise, accurate, and specifically appropriate for the subject and for the audience. The delivery, itself, holds the audience's interest and persuades listeners to accept the author's conclusions. There may be other styles of delivery suited to the subject matter, but not better styles. Presentation is suitable for the ears of senior officers and officials without change.
- b. **4 – Exceeds Standards.** Speaker is in control. Style, emphasis, voice, and physical bearing all contribute to persuasive and informative presentation. Audio-visual aids (as appropriate) well-crafted and helpful in communicating concepts. Mindful of audience needs.
- c. **3 – Meets Standards.** Solid presentation. Briefing helps accomplish seminar sessions. May use audio-visual aids. Knows how to keep an audience's attention. Delivery is polished and professional. Speaker appears enthusiastic and confident. Visual aids are suitable. Gestures and body language are appropriate. Voice clear, strong, and articulate. Presentation is truly a "briefing" or "speech" not a "reading" in which notes are used excessively. Eye contact with audience maintained.
- d. **2 – Incomplete.** Boring delivery. No consideration for audience. Little work or practice evident in preparing and delivering material. Presenter may even read material rather than speaking.
- e. **1 – Fails to Meet Standards.** Standards above are not achieved.



“Not to promote war but to preserve peace
by intelligent and adequate preparation
to repel aggression . . . “

“To study and confer on the great problems
of national defense, of military science,
and of responsible command.”

Elihu Root